

**TEACHER'S METHODOLOGY AS A TOOL TO ENHANCE COMMUNICATIVE  
COMPETENCE AND SPEAKING SKILL IN 9TH GRADERS STUDENTS IN SANTA MARTA**

BY

JASMÍN BOLÍVAR CASTRO

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Dr. Jorge Mizzuno Haydar  
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### Abstract

Learning English as a second language and to be a proficient user of English are the main goals for many students who use this language for different purposes. This study was conducted at two public institutions in the Cultural, Historical and Tourist District of Santa Marta.

This inquiry was developed with a total population of 31 girls and 21 boys. The observations in the school number one, were developed during the first part of the first semester (2018), with a population of 18 girls and 10 boys; ages range between 13 and 17; meanwhile, the observations in the school number 2, were developed in the second semester of the same year, with a population of 13 girls and 11 boys; ages range between 13 and 17.

The main objective of this study was to investigate the effects of the teacher's methodology in the student's communicative competences and oral skills development. This study was conducted under the following research question: How does the methodology used in the classroom affect the oral interaction in the light of communicative competences in a 9<sup>th</sup> grade students in Santa Marta?; focusing on those methodological aspects than can help or hinder the development of speaking skill in two groups of 9<sup>th</sup> graders students in Santa Marta.

A case study was conducted under a participatory perspective of the qualitative research, and some instruments such as interviews and class observations were used for collecting data.

Analysis of class observations, student's and teacher's interviews revealed that some methodological aspects used by the teacher in the classroom, such as the excessive use of traditional way of teaching, the overuse of the grammar aspects of the language, the excessive use of L1 in the English class, the overuse of the deductive method to introduce some features of the language, the few opportunities for

communicating in English as well as the non-use of instructional materials or the lack of educational resources might hamper the adequate development of communicative competences and speaking skills among the students.

On the opposite way, the results also showed that the use of adequate materials, the use of English in the class, an adequate corrective feedback, the use of the inductive method to introduce the language as well as providing opportunities for communicating might foster the development of speaking skills in the classroom.

The findings also showed that students like to perform appealing activities such as listening songs, watching movies, sharing with their partners and performing collaborative activities that promote interaction and communication.

Furthermore, the results also showed that most of the participants did not have an adequate English learning process in their primary school, which might affect their adequate development of English learning in high school.

Considering the findings of this study, it could be suitable for teachers as facilitators of the learning process be aware about practicing some methodological aspects in the classroom that promote students' interaction, as well as their English skills development. Teachers also should consider the promoting of appealing activities that draw the students' attention, regarding the way students' mistakes are correcting and the way of positive feedback is provided.

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## 1. Introduction

“Research is, after all, producing knowledge about the world in our case, the world of educational practice” (Merriam, 1998, p. 3).

Due to the importance of English in day to day life, learning English has become a necessity for students, and for people who want to be successful in getting in contact with another culture and with people around the world.

English has been the language used to publish many research articles from different disciplines; and some authors such as Swales (1997), Crystal (1997) and Salger- Meyer (2008) say that this is one of the globalization trends in English. Furthermore, Swales (1997) upholds that English domination is preponderant in other areas such as the media (film, theater, television, radio, among others) (p.378).

On the other hand, Firth (1996) asserts that EFL interactions are those in which English is used as “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen *foreign* language of communication” (p. 240).

The importance of English as a foreign language has been widely recognized. Some authors such as Snow, Cortes and Pron (1998) point out that it has grown into a real and a powerful key for professional success. However, learning a second language can be a lifelong process, just as is learning one’s native language (Stemborck, 2007).

Bearing in mind the need of people to communicate effectively in a foreign language, and the constraints implied in a second language learning process, the Colombian government, specifically the

Ministry of Education, has emphasized on fostering the quality and the students' level of English in the public school system in the country.

In order to achieve the aforementioned goal and after many years of research, some programs like “Programa Nacional de Inglés”, Colombia Very Well, and the National Bilingual Program (NBP here-in after) among others, have been implemented. These programs have been designed under the guidelines established in “Los Estándares Básicos de Competencias o Guía 22” that guides the English learning path in the country. Such standards, according to the policies of the National Ministry of Education, (MEN here-in after), and the parameters established in the Common European Framework of Reference for Language Learning and Assessment (CEFR herein after); have been adopted with the purpose of establishing a common language to achieve the goals in the English learning process in the Colombian educational system (Estándares Básicos de Competencias o Serie Guía 22, 2006, p. 6).

Estrada, Mejía and Rey (2015) assert that currently the National Bilingual Program, has been adopted to achieve the goals proposed by the MEN to strengthen the bilingual competences and the educational quality of the students in Colombia; as well as the improvement of the communicative competences, pursuing intercultural communication, personal and collective development.

Considering the importance of English as a second language, the Colombian government has made efforts to enhance the English level of students in public schools. For that purpose, they have released official documents that guide the English language teaching and learning process in our country; as well as the students' communicative competencies (MEN 2015 b, Estándares Básicos de Competencias o Serie Guía 22. 2006).

It is in this way that in 2016, The Suggested Curriculum Structure and The Basic Learning Rights, were published by MEN, to accomplish the goals of the National Development Plan (2014-2018),

which slogan is “ Todos por un Nuevo Pais”. Furthermore, the “Colombia Bilingüe Program” pursues the goal of making Colombia the best educated country in 2025 (Basic Learning Rights, p. 6).

The Suggested Curriculum Structure contains recommendations for the plan ahead for the curriculum and for the topics that must be taught from 6<sup>th</sup> until 11<sup>th</sup> grade in Colombia; providing the students the appropriate tools to acquire the desirable level to be able to communicate using the English language properly (Suggested Curriculum Structure, MEN, 2016b, p. 7).

On the other hand, the Basic Learning Rights (BLRs here in after) is an official document, aligned with the “Estándares Básicos de Competencia”, that describes the skills and knowledge that must be acquired for the students from 6<sup>th</sup> to 11<sup>th</sup> grade. The BLRs is a tool that guides the learning and teaching process; supporting the achievement of the development of communicative competences of students in a foreign language (MEN: Basic Learning Rights, 2016).

However, reality does not appear to be consistent with the standards and guidelines produced by the government, and programs established. In Colombia, students in 9<sup>th</sup> and 11<sup>th</sup> grades, as well as university students are still experiencing low performance in their English competencies when they take national tests, such as those required by the ICFES known as “Pruebas Saber” (for secondary students) or “Saber Pro” (for university students), according to the results presented in the webpage of Revista Semana (2015).

In the same way, Jabba (2013) asserts that the challenges for the NPB still so huge, due to the low English level of the students in public schools in Colombia; where most of them are ranged in the Basic Level (A1) according to the CEFR. Jabba (2013) claims that in spite of the university students have a better performance, they do not acquire the desirable level established by the Ministry of Education.

As an English teacher in different levels, I have realized that there are some factors such as the lack of resources to strength the teaching process, the amount of students (40-45) per classroom, the little time for teaching, (three hours per week) in all grades, which is not enough to perform the programmed activities. These and other circumstances might affect the appropriate development of communicative competences and speaking skills among the students.

Furthermore, for many learners, the classroom and the English class are the only time they have to get in contact with the target language. In this sense, Herazo (2009) upholds that public institutions are characterized by the dearth of technological, bibliographical and didactic resources that help the teachers to perform their activities in a pleasant and enjoyable way. This author also asserets that in this context, the classes are characterized by a teacher-centered instruction where teachers are the main source for oral interaction (p. 48). Herazo (2002) also asserts that “...poor environment in which learners have little or no contact with the foreign language outside the classroom” (p. 60).

However, considering all the above mentioned aspects, and being aware of all the difficulties teachers have to deal with in their day to day life at the school, I decided to explore how the methodology used in the classroom affects the oral interaction in the light of communicative competences in a 9<sup>th</sup> grade students in Santa Marta.

This research was conducted at two public institutions in Santa Marta, and its main objective was to analyze the way some methodological aspects implemented by the teacher influence the development of communicative competences and oral interactions in a 9<sup>th</sup> grader students in Santa Marta. In the first chapter of this dissertation, I will present the statement of the problem, the research question and other important aspects that guided the development of this research. In chapter number two, I will present the setting and the main principles that supported the theoretical framework; then in chapter, three I will

present the methodology section; in chapter four the triangulation of the findings and the results from the instruments used for collecting data will be presented. In chapter, five I will present the discussion and finally in chapter six, the conclusions after performing this research will be presented.

This research will hopefully give a light in the strengthen of the development of the student's oral skills and communicative competences that may help them to be proficient in their adequate use of English as a second language.

### 1.1. Statement of the Problem

According to curricular guidelines (MEN, 1999), “being able to use a foreign language to communicate with speakers whose language is different from their own and to understand oral and written texts increases the student's self-confidence in his / her possibilities to overcome obstacles and to make the most of his / her knowledge” (p. 10).

Being able to communicate in a second language is one of the main goals that must be achieved for all the Colombian students at the end of the high school, when they must have acquired a B1 level of proficiency in English according to the CEFR. (Estándares Básicos de Competencia en Lenguas Extranjeras: Inglés, 2006).

Notwithstanding, this goal seems not be reached at all, because not all the students at the end of the school system in Colombia have achieved the desirable level of competencies in English. Supporting this, a study conducted by Estrada, Mejia and Rey (2015) established that “the amount of bilingual students in the country has decreased, and less than 1% of the students at the end of the high school achieve the B1 level” (p. 53). The same study also asserts that “in general, the level of the students is really low” (p. 53).

In my ten-year experience as an English teacher, I have observed that few students are able to hold a conversation or to discuss topics of their interest, when I ask them about the topic we are studying, or when a foreign person requires some information about them.

Most of the students do not understand when they are faced to keep a conversation or to give personal or specific information.

This inadequate development of the communicative competences and speaking skills in 9<sup>th</sup> grade students of a public school in Santa Marta, might be because sometimes they are afraid of

expressing in front of their partners; maybe because they fell fear of making mistakes, or it could also due to a lack of an adequate knowledge of grammatical structures, vocabulary, and a suitable pronunciation that would allow them to build coherent communicative speech acts that take into account the context and the situation in which the communication takes place.

As Lewis (2011) declares:

There are many reasons why oral communication in a foreign language can be unsuccessful. The speaker may fail to use the right vocabulary, grammar, or functional language for the situation or may not have the right cultural or contextual knowledge of the topic of conversation. (p. 46)

These and other circumstances make the development of speaking skills and communicative competences in the classroom more difficult. Furthermore, for most of the students, the classroom and the English class are the only time to get in contact with the target language.

As I have mentioned before, there are different factors that may affect the appropriate development of an effective communicative process of the students in Santa Marta, where the need of people to be able to communicate in English as a Lingua Franca, is extremely demanding due to the high impact that the city has in the tourism industry.

Another aspect that may increase the difficulties of the students to develop their communicative competences and speaking skills might be a lack of a satisfactory process of English learning in the primary school, where according to the CEFR at the end of this stage, the students in Colombia might be in the A2.1 English level; in which, according to the Estándares Básicos de Lenguas Extranjeras: Inglés, (2006), “students will be able to keep a simple conversation in English with a partner in the

development of an activity in the classroom. Ask and answer about the physical characteristics of familiar objects. Ask and answer about hobbies” (p. 21) among other linguistic competencies.

Another situation that may be affecting the appropriate development of the student’s oral communication in Colombia, and talking specifically about Santa Marta, is that most of the primary schools do not have English teachers who attend the formation of the students at this stage of the educational system; and most of the primary teachers do not have English training in their curriculum. This situation makes the process of the development of the student’s communicative competences and speaking skill more difficult, because it is at this stage when children acquire the basic knowledge that will allow them to structure their communicative skills and the knowledge of the language, with which they will be able to reach the adequate performance level during the years of study and to achieve the target language properly; being able to produce coherent speech acts.

Related to the learning of a foreign language process in an early age, some authors believe that the exposure of a foreign language (L2) in an early age will increase the pronunciation of the target language in an individual. In this sense, Oyama (1982) declares: “There is some developmental period, stretching roughly from 18 months to puberty, during which it is possible to master the phonology of at least one [...] nonnative language, and after which complete acquisition is impossible or extremely unlikely” (p. 21).

Harmer declares that “language acquisition seems to be almost guaranteed for children up to about the age of six” (2007, p. 46). He also states that at this age, children have an extraordinary facility to learn other languages.



On the other hand, Scarcella and Oxford (1992) note that age can affect the adult's learning fluency and the acquisition of some features such as intonation, stress, and other phonological characteristics cannot be acquired properly and can lead an ineffective oral communication.

Furthermore, Patkowsky (1990), based on several literature researches, affirms that “adults are less able than children to learn new forms of pronunciation because they have passed a ‘critical’ period of language that is determined by neurological maturation or re-organization” (p. 73).

Flege (1981) claims that even though many studies support that there may be a relation between the age and the diminution of the ability of learning language pronunciation, other inquiries do not have strong foundations in supporting the phonetic learning ability between children and adults. In the middle of this possible discrepancy between the age-related in the L2 learning pronunciation, I agree with those authors that uphold that the early age is a fundamental time for learning the basis of a well-structured performance in L2.

Taking into consideration the age in the children's process of learning a foreign language, students in public schools in Colombia might be losing a valuable time of their English learning process, because is in the secondary school where the Colombian educational system links the teaching staff to guide the English teaching as a second language. So is at this stage of the educational system when the students initiate their real interactive process of learning the target language.

Regarding my students difficulties to be able to communicate effectively in English, and considering the different aspects that may affect this situation, I decided to investigate about the factors that may affect the appropriate development of the communicative competences and speaking skills in a group of 9<sup>th</sup> grade students

in a coastal city in the Colombian Caribbean, emphasizing on those aspects that may affect the improvement of oral interaction and communicative competences development in students as users of English as a Lingua Franca.

The purpose of this study is to analyze how the methodology applied by the teacher influences the oral interaction and the communicative competences development in the learning English as a second language process.

This research will hopefully provide a light to identify any gaps in the way the teaching and learning process of speaking of English is carried out in 9th grade students, and which communicative competences the students need to achieve to be able to communicate effectively in English as a second language. This study was developed in two public schools of the coastal city in the Colombian Caribbean with two groups of 9th grade teenager students.

#### **1.1.1. Research question.**

This study was focused to answer the following question:

- How does the methodology used in the classroom affect the oral interaction in the light of communicative competences in a 9<sup>th</sup> grade students in Santa Marta?

#### **1.1.1.2 Sub questions.**

- How do some methodological aspects applied by the teacher might foster the students' development of oral interaction process?
- How do some methodological aspects applied by the teacher might hinder the students' development of oral interaction process?

### 1.1.2 Research objective.

The following is the general objective of this research study:

- To analyze the way some methodological aspects implemented by the teacher influence the development of communicative competences and oral interactions in 9th grader students in Santa Marta.

#### *Specific objectives.*

1. To analyze how the methodology applied by the teacher help the students to foster the development of communicative competences and the oral interactions in 9th grade students in Santa Marta.
2. To analyze the methodological aspects that may hamper the development of communicative competences and the oral interactions in 9th grade students in Santa Marta.

## 1.2.The Setting

This research was accomplished in two public schools located in The Turistic, Cultural and Historic District of Santa Marta. The research was focused on 9<sup>th</sup> grade teenagers students (31 girls and 21 boys), ages range between 13 and 17. All students belong to a low-socioeconomic level, and their English level is -A1 or A1 level; nevertheless, according to “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés or Guía 22”, at the end of the 9<sup>th</sup> grade, students must be in B1 level.

The process of teaching and learning speaking at these schools, as in many other public institutions, has not been very successful due to the students' low English level when they reach secondary school because in most cases, this is the time when students begin at the first time with an English learning process.

Furthermore, there are many constraints like the amount of students (40 students per room), the lack of resources, the few time for teaching (3 hours/week in all grades), which is not enough time to perform all the activities programmed by the teacher as well as to develop the student's communicative competences and speaking skills.

However, in spite of all the difficult situations that the students had, they showed interested in participating in all the activities performed in the class, as well as those related with this inquiry.

## **2. Theoretical Framework**

### **2.1.The Communicative Process**

It is an essential process for people to communicate in their day to day life. We communicate with other people with different purposes and by different ways. To communicate effectively, we must be aware about the words we use, the context and the message we need the other person understand.

Young and Travis (2012, p. 4) assert that “communication is an outgoing process” due to the different aspects that make part of the effective process of communicating a message.

Young and Travis (2012) uphold that there are different factors which compose the interaction between people when they have something to communicate. These elements are: the communicators, the message, the channel, the circumstances, the feedback and a possible noise that can interfere with the effective communication process.

One of the communicators sends a message that must be decoded by the other person who must understand the meaning of the message through an effective channel in a specific situation. To the person who sends the message, the feedback means that it has being understood by the receiver. However, there could be some factors that can hamper the effective communication process such as a misunderstood message, a wrong word or a mistaken circumstance. Those aspects that do not make possible a real communication are called noise.

These aspects of the message and the factors that can interfere in the effective communicative process are considered to highlight the importance of the language that makes the communication an interactive process, that takes place among subjects who need others to accomplish the goal of communicate their ideas,

feelings, needs, etc; with effectiveness, receiving a feedback as a signal of a comprehension of the received message.

There have been different theories that have tried to study the language as the most powerful way of communicate. These theories have been considered under the assumptions of different approaches that have tried to study the language and the communication process under the light of different perspectives.

### **2.1.1. Language.**

Language holds any relationship between human beings. In this sense, Kumaravadivelu (2006) professes that “language permeates every aspect of human experience, and creates as well as reflects images of that experience. It is almost impossible to imagine human life without it” (p. 3).

Foley and Thompson (2003) state that language “is a complex system of signs for communication” (p. 2). They also claim that in this system, each structure plays a specific role in the communication process giving a specific meaning according to the way in which the communicative act is performed.

To be able to communicate, people need to use sounds, phonemes, and words to produce coherent speech acts in the oral or written way. For that reason, Foley and Thompson (2003) believe that all the elements of the language system cannot be considered independently; instead, all of them have to work together and be considered interrelated to “create meaning” (p. 2).

After considering the importance of language in the human communication, in the next section I will present the language functions and some representative authors’ considerations about this aspect.

### *Language function.*

Language permeates all the activities the human being performs at all stages of his/her life. In this section, I will present some definitions of language proposed by some authors that show it as an intrinsic part of the human activities. Furthermore, some dimensions, features and language functions as well as some classroom discourse will be presented. Language is a vehicle for communicating meaning and messages (Richards & Rodgers, 1986).

Every word that the speaker expresses has a message to communicate and a function to fulfill. Harmer (2007) declares: “a language function is a purpose you wish to achieve when you say or write something. By ‘performing’ a function, you are performing an act of communication” (p. 76).

Nunan (1991) declares that “language exists to fulfill certain functions, and that these functions will determine the shape of the text which emerges as people communicate with one another” (p. 44).

Due to the importance of language in the human life, and the different functions that it has, many linguistics, sociolinguistics and specialists from different areas, have been tried to define language through several decades; and until today, as Kumaravadivelu (2008) asserts, “that still unknown object” (p. 3).

Kumaravadivelu, divides language in three dimensions: language as a system, language as discourse and language as ideology.

As a system, human language can be seen as a well-organized structure, where each one of its parts accomplishes a specific function that let the appropriate function of the whole system. Under this classification, language can be studied as phonological, semantic, and syntactic systems, which are related with the patterns of sounds, the meaning of the words and the rules of grammar.

In this view of the language, Chomsky (1959, 1965 and elsewhere, cited in Kumaravadivelu, 2006) upholds that an illimitable amount of sentences “can be produced” with a restricted use of “grammatical rules” (p. 5).

Chomsky also states that human beings are born with an inborn capability to develop grammatical structures to construct coherent speeches or written acts. That is what he called Universal Grammar

As a discourse, Kumaravadivelu (2006) sees the language as “a connected and contextualized unit of language use” (p. 8). In this sense, Celce- Murcia and Olshtain (2000) define discourse as “ an instance of spoken or written language that has describable internal relationships of forms and meaning (e.g., words, structures, cohesion) that relate coherently to an external communicative function or purpose and a given audience/interlocutor” ( p. 4).

On the other hand, Halliday, having a social perspective of the language, sees the function of the language as a discourse as an intrinsic relation of the individual with the society. In a different Chomsky’s point of view, Halliday does not see the language as an individual internal factor; instead of that, he claims for its social function. He notices language under three perspectives: the ideational function, the interpersonal function and the textual function. Kumaravadivelu (2006) defines this language functions as follow:

The ideational function represents the individual’s meaning potential and relates to the expressions and experience of the concepts, process, and objects governing the physical and natural phenomena of the world around. The interpersonal function deals with the individual’s personal relation with people. The textual function refers to the linguistic realizations of the ideational and interpersonal functions enabling the individual to construct coherent texts, spoken or written. (p. 8)



As an ideology, language can be seen as a mean to influence in the mind and behavior of others.

Thompson (1990) sees ideology as: “meaning in the service of power” (p. 7).

On their part, Brown and Yule (1983b) and Richards (1990) talk about two basic language functions: the transactional and the interactional function. The first one is related with the transference of information such as getting of goods and services; meanwhile, the main characteristic of the interactional function is to keep social interactions.

Ghasemi and Khoshbouie (2014) state that in the spoken language, the communication occurs in a real time, and the speakers resort to some language features such as: repetition, hesitation, redundancy, pauses and some fillers like “ ummm” “ahh”, “you know” etc, that help them to follow the conversation and to think about what to say to continue the speech act.

On the other hand, talking about other strategies to communicate, Biber (1988) asserts that using turn-taking, the speakers indicate their wishes to talk after the person who is talking.

To the speakers, to be able to understand and to be understood, it is compulsory to produce coherent speech acts, and also to know some language functions as Turn-Taking, to know the exactly time to hold or to finish a conversation; and also, the appropriate time to know when somebody can take the turn to speak.

To develop the classroom discourse, Heaton (1991) affirm that some functions such as requesting, ordering and giving rules, giving reasons, questioning, repeating and explaining, among others, are a vital aspect to develop fluency in the students’ English learning process.

In this section, I have presented different points of view of the language functions, under the perspective of some authors who see the language as an intrinsic part of the human being that leads any human relationship and help people to get in contact with others by giving their ideas, showing their feelings,

providing services, etc. Next, I will refer some contributions about language learning and some theories and methods about this process.

### **2.1.2. Language learning.**

People want to communicate effectively and they want to learn as quickly as possible. Learning a second language can be a lifelong process just as is learning one's native language (Stemberck, 2007).

Kimble and Garnezy state that "learning is a relatively permanent change in a behavioral tendency, and it is the result of reinforced practice" (1963, p. 133). In the same way, Brown based on an extensive research of several contemporary dictionaries, highlights that learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction" (2000, p. 7). This author also states that learning is a complex process that involves different factors such as cognitive organization, memory, storage system, "active, conscious on and acting upon events outside or inside the organism. It is a change in behavior" (Brown 2000, p. 7).

Richards and Rodgers (1986) assert that learning is a process, in which the rules of the language are learned under a conscious process where a formal teaching and an appropriate feedback is necessary to perform the learned rules into coherent speech acts.

Breen and Candlin (1980) stay that the language learning is most appropriately seen as communicative interaction involving all the participants in the learning, including the various material resources on which the

learning is exercised. Therefore, language learning may be seen as a process which grows out of the interaction between learners, teacher, texts and activities (p. 95. Cited in Kumaravadivelu 2006, p. 118).

### **2.1.3. Methods about language learning.**

In the field of learning a language process, some authors have supported different theories to establish the basis of the learning process, as well as the best methods to be applied in the field of the second language learning. In terms of this research, in this section some theories and methods related with the second language learning will be presented.

Richards and Rodgers (1986, p. 13) uphold that any theory about language learning may be related with some principles related with:

- a) The psycholinguistic and cognitive process involved in the language learning.
- b) The conditions needed to get an appropriate learning process.

Taking into consideration the principles mentioned, the process-oriented theories are related with the learning process, meanwhile, the condition-oriented theories are related with the human and physical circumstances in which the language learning process is carried out.

The psychologist Charles Curran and his colleagues in 1972 developed a method called the Community Language Learning (CLL henceforth), which application gave rise to the Counseling- Learning theory, that focuses principally in the good conditions needed to have an adequate process of learning. Richards and Rodgers (1986) declared that this theory searches for the better conditions to develop a genuine process of learning, and it also tries to improve the feelings of anxiety and fear that students might feel when they are exposed to learning a new language. In this theory, the teacher is showed as a counselor; meanwhile, the students are showed as clients.

These authors also argue: “the counselor’s role is to respond calmly and nonjudgmentally, in a supportive manner, and help the client try to understand his or her problems better by applying order and analysis to them” (Richards & Rodgers, 1986, p. 122).

In the CLL, some activities such as listening, free conversations, translation, group work, recording and transcriptions among others are developed to strengthen the communicative skills and the learner’s role as a member of a community.

Under this theory, the learning process is not showed merely as a process of acquisition of new knowledge and the development of learning tasks; instead, it is viewed as “whole person process and the respect for the enactment of values” (La Forge 1983, p. 55).

Another contribution to this field is the learning theory proposed by Caleb Gattengo (1972, 1976), called the Silent Way. This theory has been considered as a learning theory, a language teaching method and a theory of language.

In this section, I only will mention the implications of the Silent Way in the learning field. As a learning theory, the Silent Way claims by the good conditions for a successful learning, and for the conscious development of higher mental process. Richards and Rodgers (1986) describe the Gattengo’s view of learning as a process that is facilitated when the learners make part of the process, discovering by themselves, rather than repeating what they have learnt; furthermore, the use of physical materials to promote the problem solving is another source of this theory to encourage a rewarding learning process (p. 99).

Ambrose, Bridges, DiPietro, Lovett, and Norman (2010), based on Mayer (2002), define learning as: “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (p. 4). Ambrose et al. (2010) consider learning as a process that includes some factors that they assume in seven principles that can strengthen the students in a successful learning process.

The assumptions on which Ambrose et al. (2010) based their major tenets of learning are:

- 1) The student's previous knowledge can help them to acquire new knowledge, or it can hamper the acquisition of new learning. Ambrose et al. (2010) affirm that "if students' prior knowledge is robust and accurate and activated at the appropriate time, it provides a strong foundation for building new knowledge" (p. 4).
- 2) The way in which students organize their knowledge affects the way they learn, and apply what they know.
- 3) Motivation has a strong influence in the students' learning process; and it supports what they do to learn. Higher motivated students are better predisposed to show a successful acquisition of new knowledge.
- 4) To be proficient, students must develop not only the required skills; furthermore, they must be able to integrate them, and to know when and how to use them in an appropriate context.
- 5) A Goal- directed practice enhanced with a well oriented feedback strengthen the level of students ' learning process.
- 6) Social, emotional and intellectual aspects of the students affect their learning process and their appropriate development in the classroom.
- 7) Monitoring and adjusting their own learning process will help students to become self - directed learners, and be aware of their own learning process (pp. 4-6).

Other studies carried out in second language acquisition (SLA) have shown that language learning is a not aligned, essential and developmental process (Larsen-Freeman & Long, 1991, Lightbown & Spada, 1999; & Towell & Hawkins, 1994) (cited in Tulung, 2008, p. 107). The above mentioned authors in their researches also have supported that students have their own way of learning, and sometimes they do not learn the target language in the same way it is taught; instead, students have their own level and way to learn.

On the other hand, the American linguist Stephen Krashen in the 1970s, proposes the theory of “Second Language Acquisition”; in which he explains how the user of a language with a knowledge of the mother tongue, learn a second language. Krashen (1981) compares the process of learning and acquisition of a second language as the same process in which children learn their first language among meaningful contexts and real situations (p. 10).

During the past decades, some methods influenced the language teaching process that had served as the root for the flowering methods used in the language teaching field. Due to its importance, different authors have written about them. According to the formers, in this section, I will present the Larsen-Freeman (2000) principal tenets about the Grammar-Translation Method, the Direct Method, and Desuggestopedia.

In relation to some current approaches of language teaching, I will refer about those proposed by Kumaravadivelu (2006), that have been considered beneficial for their conceptual coherence and pedagogical implications in the language teaching process. These methods are: Language-Centered Method, Learner-Centered Method, and Learning-Centered Method.

#### **2.1.3.1.        *Grammar-translation method.***

This method of teaching a language that apparently could be categorized as an old fashioned way of teaching remains being used for many teachers in these current days. It does not mean that the basis of this method could be inadequate at all in the process of teaching and learning a language; because to be a proficient user of a language it is compulsory to know the grammar rules that govern it. Perhaps, its weaknesses lie in forgetting some essential elements of communication.

Larsen-Freeman (2000) upholds that the major principles of the Grammar-Translation are:

- A fundamental goal of this method is to develop written literature abilities.
- The learning of the target culture is limited to its literature and fine art.
- The development of oral abilities is not a goal in the target language.

- Reading and writing are the primary skills to be focused on.
- Little attention is given to listening and speaking, and none to pronunciation.
- The use of L1 is evident in almost all the lessons.
- Deductive pedagogical techniques are used to explain grammar rules.
- Teacher is the authority in the class.
- Students are evaluated through the development of written exercises based on translation from L2 to L1 or viceversa.
- Memorization of the target vocabulary language is a remarkable aspect in this method
- Teacher provides the answers when students do not know it.
- Fill-in-the-blanks are the most used activities that characterize this method (pp. 18-21).

#### **2.1.3.2.    *The direct method.***

As the Grammar-Translation Method, the Direct Method is not a new trend in the teaching language field. Some aspects of the communicative process that were not satisfied with the previous method enable the development of a new way of teaching.

Diller (1978) affirms that not translation is a basic rule of The Direct Method. Examples, demonstrations and visual aids are used to get the meaning using the target language directly (Cited in Larsen-Freeman, 2000, p. 22).

This method has been used for several years by the the worldwide recognized Berlitz Method.

The main principles of the Direct Method, according to Larsen-Freeman (2000) are:

- Objects (e.g. realia or pictures) are used in the classroom to help students to understand the meaning.
- L1 is not used in the classroom. Meaning is getting by demonstration and direct association with the target language.

- Students are forced to think in the target language.
- The main purpose of learning is communication.
- Pronunciation is a crucial aspect in this method.
- Oral opportunities are encouraged as much as possible.
- Grammar is taught inductively. Not grammar rules are given directly.
- Culture of the target language is considered as a way of learning.
- Classes are more realistic, meaningful and interesting (pp. 28-29).

#### **2.1.3.4. *Suggestopedia.***

This method proposed by Georgi Lozanov, initially known as Suggestopedia, fixes with the principles of the affective-humanistic approach proposed by Celce-Murcia (1991) (Cited in Larsen-Freeman, 2000, p. 72).

The main principles of this method are to strengthen the students' self confidence and avoid some barriers that thwart them to have an effective and successful English learning process.

According to Larsen-Freeman (2000), its main assumptions are:

- Learning is acquired in a cheerful and pleasant environment.
- Teacher demonstrates confidence and security.
- Students interact among their peers.
- Playful activities are used in the classroom.
- L1 is used to support learning.
- Novelty strengthens new knowledge acquisition.
- Learning is done in a funny way (pp. 78-79).

#### **2.1.3.5. *The language-centered method.***

One of the main characteristic of the Language-Centered Method is the focus on the language



form. In this method, language is view as a system governed by grammatical rules and constituted by linguistic fixed forms that are graded by their usability.

Kumaravadivelu (2006) upholds that the theoretical principles of Language-Centered Methods are supported by the structural linguistics and behavioral psychology that in collaboration with other disciplines, have supported the theory of “language, language learning, language teaching, and curricular specifications of language-centered pedagogy” (p. 99).

Langue-Centered pedagogists support that this method is founded under the behaviorism method, and the learning of language is viewed as a mechanical process; meanwhile, the teaching process is guided by automatized activities such as drills and repetition that must be learnt and interiorized by the students.

In this method, the development of the student’s skills is developed by a fixed process of listening, speaking, reading and writing, and the grammar focus in the target language is introduced by structural patterns. Meanwhile, the classroom procedures guided by the teacher are aimed to strengthen the input and the interactional activitie

#### **2.1.3.5.     *The learner - centered method.***

Due to the flourishing of the Communicative Language Teaching and the development in the psychology and linguistic field, added to a possible kind of dissatisfaction with the Language-Centered Method, the Learner- Centered Method aims to foster the communicative process, regarding that the knowledge of the grammar structure of the language is a part of it, but it is not the complete form to interact with it.

In this way, Kumaravadivelu (2006) affirms that:

in order to operate successfully within a speech community, a person has to be not just grammatically correct but communicatively appropriate also, that is, a person has to learn what to say, how to say it, when to say it, and to whom to say it. (p. 117)

In Kumaravidelvu's words, the Learner- centered Approach is grounded by some disciplines such as the psychology, antropology, sociolinguistics, and some subdisciplines such as the etnomethodology, the pragmatic and the discourse analysis.

The pedagogists that advocate the Learner-centered method affirm that it is also influenced by the textual, interpersonal and ideational function. In this sense, Breen and Candlin (1980) affirm that these functions comprise the abilities of interpretation, expression and negotiation which are intrinsically related and are present in every speech act to strengthen the individual interactions process (cited in Kumaravadelu, 2006, p. 118).

The Learner-Centered Approach is related with the communicative approach, because the development of language is guided through in interaction. So, teachers are facilitators of the communicative process, and the activities are oriented towards the development of students' communicatie skills. This approach fixes with the main tenets of this inquiry.

#### **2.1.3.6. *The learning -centered method.***

Kumaravadelu (2006) affirms that the major tents of Learning-Centered Method is the encouragement of the gradual development of the initial speech production; starting by single words and short phrases, reducing the error correction. Teachers should strengthen students to advance gradually, according to their personal development in an enjoyable way.

In this method, language and grammar are taught incidentally; and language development is focused on meaning instead of form. The advances in language learning are demonstrated with meaningful comprehensions, instead of production (p. 137).

Section 2.6 presents a detailed information related to the theories about language learning that are the roots of the Learning-Centered Methods.

## 2.2.Speaking

As defined by Florez (1999), speaking is “an interactive process of constructing meaning both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking” (p. 1). She explained that learners should demonstrate a degree of linguistic competence and a corresponding awareness of sociolinguistics to be able to interact in class. Speaking is a process that involves, among other factors, the acquisition of some components of the language as vocabulary and pronunciation to be able to communicate with coherence and intelligibility.

Speaking is one of the skills that facilitates communication among human beings and enables interaction between peers, as well as facilitates intercultural interaction and countries relationship. Considering this aspect, Celce-Murcia and Olshtain (2000) assert that speaking in a second language (L2) has been considered the most challenging of the four skills given the fact that it involves a complex process of constructing meaning.

The development of this skill involves a mental process to select the exactly words to communicate effectively in the proper way and context. Burns (1998) stays that this process requires speakers to make decisions about why, how and when to communicate depending on the cultural and social context in which the speaking act occurs, as well as the type of interaction the speakers will be exposed (p. 109).

In relation with speaking, Nunan (1991) declares that “spoken language consists of short, fragmentary utterances in a range of pronunciations” (p. 5). Thereby, speakers use different strategies to communicate; and sometimes the utterances produced are not the correct ones. That is why Halliday (1985) agrees that in fact spoken language is structured; it is done in a different way from written language.

In relation to speaking and oral interaction, Nunan (1991) shows:

learners need the ability to articulate phonological features of the language comprehensibly; master of stress, rhythm, intonation patterns; an acceptable degree of fluency; transactional and interpersonal skills; in negotiation of meaning, conversational listening skills (successful conversation require good listeners as well as good speakers); skills in knowing about and negotiating purposes for conversation; using appropriate conversational formulae and fillers. (p. 7)

In this sense, Brown (2001) declares that “Speaking skill itself can be stated as the skill to use the language to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation” (p. 10).

Hymes (1972) described with the acronym SPEAKING, the following aspects of the language:

*Setting* refers to the place and time in which the communicative event takes place.

*Participants* refers to speakers and hearers and their role relationships.

*Ends* refers to the stated or unstated objectives the participants wish to accomplish.

*Act* sequence refers to the form, content, and sequence of utterances.

*Key* refers to the manner and tone (serious, sarcastic, etc.) of the utterances.

*Instrumentalities* refers to the channel (oral or written) and the code (formal or informal).

*Norms* refers to conventions of interaction and interpretation based on shared knowledge.

*Genre* refers to categories of communication such as lecture, report, essay, poem, and so forth. (Cited in Kumaravadivelu, 2006. p. 9).

### **2.2.1. Types of speaking.**

Related with the different language functions, there are different ways of speaking, according to the situation and the context. Bygate (1987) shows that the oral interaction can be represented either in form of routines, or in a conventional or interaction way.

In the information routine, the message is presented in form of information structures that can be expository or evaluative; whereas, in the interaction routines, the message is presented through service or social encounters. Those forms of present the oral interaction are intrinsically related with the transactional and interactional function of the language.

Bygate (1987) also asserts that the main characteristic of the oral interaction is the negotiation of meaning between the participants, where they have to manage their participation in the speaking act, knowing when to talk, where, what to say and to whom the speech act is carried out.

### **2.2.2. The teaching of speaking.**

Several researches have been done in the field of the teacher talk in the classroom, as the powerful way to use language as the medium to keep oral interactions in the classroom.

In this sense, Nunan (1991) thinks that the process of learning the target language involves a series of procedures done by the teacher in the development of the teaching process, that may be reflected not only in a suitable management of the classroom, but also in a better understanding of the foreign language. Those actions are related with the language use and the messages given to the students in the class, the questions made to the students, the feedback provided after the activities, the kind of instructions and the way of the topics explanation.

According to Bello (2011), “as teachers, we may often face pedagogical situations that encourage us to do research both inside and outside the classroom with the purpose of understanding, improving and/or transforming teaching and learning practices” (p. 109).

Palmer (2011) agrees that the major goal of schooling is to prepare students for flexible adaptation to new problems and settings. To help our students to perform their speaking skill, teachers should help them to develop their self-esteem and communicative competences, bearing in mind that speaking is one of the most powerful way of communication.

Goulden (1998) declares that informal speaking and clear instruction are an appropriate way to help students to develop their speaking skills. She claims that “the teacher's primary responsibility is to create classroom situations that promote active participation by all students in productive classroom talk” (p. 92). She also states that students and teachers should talk about every topic content of the class; and that teachers should provide successful information and tools that guide students to perform their speaking skills.

Richards (2008) argues that teaching talk is one of the most difficult skills in the teaching process, since it is performed “under the control of unspoken rules” (p. 29), and it could be taught using naturalistic inputs such as models that facilitates the students’ oral productions. These models could be small conversations, personal experiences, or reacting to others opinions.

Harmer (2007) claims that there are three main reasons to foster speaking skills among the students. To him, the first reason is that speaking provides opportunities to put into practice real-life situations, promoting rehearsal chances to talk about their closed contexts. Secondly, speaking activities promote the student’s knowledge background and previous knowledge, giving them the opportunity of learning from their teachers and peers. Finally, the more the

students are exposed to interact with others putting into practice their English skills and oral abilities, the more they will be proficient in their English use, developing fluency without the rigorous grammar teaching (p. 123).

Goh and Burns (2012) have established a teaching speaking cycle that encompass seven stages that might not be followed in a strict sequence all the time when performing a speaking activity; however they should be a guide to enhance oral activities in the classroom.

The first stage comprises the learners' metacognitive awareness of learning a language, considering their needs and lacks, their different process of learning and the activities they like the most when preparing the oral activities.

The next step involves all the necessary knowledge learners need to develop the task in a comprehensible way. To do this, it is really necessary that teachers provide the appropriate input and the required guidance.

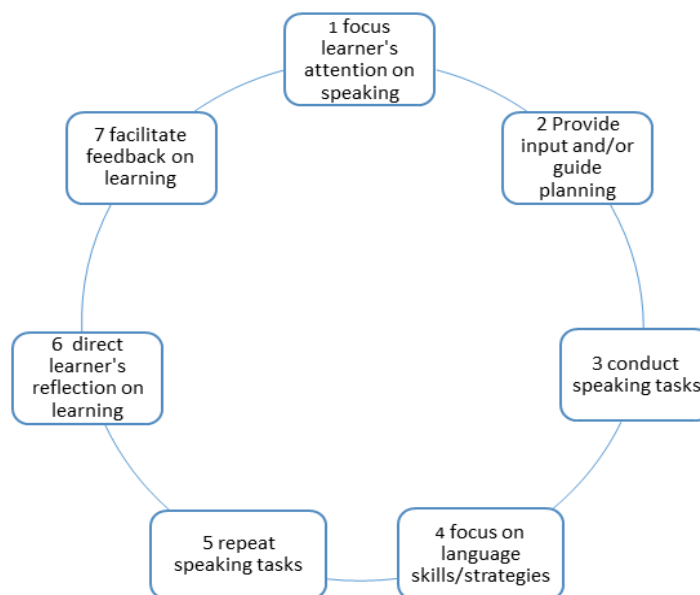
At the third stage, the teacher organizes the students to perform the activity, guiding them in the appropriate pronunciation, strengthening cooperative learning.

The fourth stage focuses on provide explicit attention to the language features such as pronunciation and discourse management; regarding the students' mistakes as a learning opportunity.

In the fifth phase the teacher can make some changes in the development of the activity, giving the students the possibility to enhance their fluency and accuracy.

In the next stage, students evaluate their own learning and progress though evaluating the preceding stages; fostering their autonomy and self-confidence. In the last phase, the teacher and peers provide feedback about the learner's performance (cited in Burns (2016)). The cycle of teaching of speaking is present on figure 1.

I agree that as teachers, we must face the students' needs to provide the appropriate guidance that help them to acquire the adequate knowledge required to develop the communicative competencies that help students to use the language in a proper way, considering the context and the situation in which the communicative situation takes place



*figure 1.* The teaching of speaking cycle. This figure illustrates a holistic sequency for planning speaking activities. Taken from Goh and Burns (2012. Cited in Burns, 2016, p. 6).

### **2.2.3. Approaches of teaching speaking.**

The teaching process of speaking has been influenced by some approaches that have been considered beneficial in the educational field due to its importance in the development of the teaching and learning of speaking process. In this section, some approaches have been considered due to its influence in the way how speaking has been learned and taught over the past decades and have being the root for the current methods that guide the teaching and learning of the speaking process.

#### ***2.2.3.1. Speaking through an environmentalist approach.***



Up to the end of the 1950, the environmentalist approach had a strong influence in the language learning process.

This approach states the idea that the external environment in which the human being learns the language has a strong influence in the learning process rather than the human internal one (Usó-Juan & Martínez-Flor, 2006).

These authors also claim that the environmentalist approach was influenced by the linguistic and psychology field that provided the roots for the construction of coherent speech acts as well as the speaker's internalization of well-structured sentences.

Alcón (2002) also argues that a successful development of an appropriate language learning process could be favored with the guidance of an adult and under adequate environmental factors.

Under a different perspective of learning language, Burns and Joyce (1997) state that human being is able to acquire a language under a stimulus-response-reinforcement pattern, in which after a long time to be exposed to a linguistic input as a type of external stimulus and after a process of imitation and repetition, speaker will be able to produce the sound; and if that was done in a correct way, the person received a positive reinforcement by other language users within their same environment

Later, considering the assumptions of the stimulus-response-reinforcement, Burns and Joyce (1997) and Bygate (2001) propose the Audiolingual Teaching Approach that emphasizes the importance of starting with the teaching of oral skills, rather than the written ones. This method follows the fixed rules of listening, speaking, reading, writing for each structure. On the other hand, Usó-Juan and Martínez-Flor (2006) assert that towards acquiring communicative competences through speaking, learners were engaged in a series of activities, such as drills and

substitution exercises, which focused on repeating grammatical structures and patterns through intense aural-oral practice. However, Bygate (2001) declares that this method instead of fostering spoken interaction, was a simply way of teaching pronunciation skills and grammatical accuracy.

#### **2.2.3.2. *Speaking through an interactionist approach.***

During the late 1970s and the 1980s, and with the basis of the innatist, and going beyond the naturalist approach; a more complex process emerged in the field of language learning acquisition, giving a strong relevance to the relation between the meaning and the form of messages that people want to communicate. It is in this way that the functional view of language proposed by Halliday (1973, 1985) shared by the pragmatic view of language proposed by Searle, Kiefer and Bierwisch (1980), Leech (1983) and Levinson (1983), gives a strong importance to the relation between what and how people say when communicating.

Considering that speaking involves several processes, Bygate (1999) asserts that speaking is regarded as a complex activity that required speakers to possess a capacity to integrate different interpersonal and psychomotor aspects during the oral production event.

Hall (2002) and Lantoff (2000) share the conception of interaction proposed by Vigotsky (1978) in his sociocultural theory that provides a deep reflection about the importance of interaction in the classroom to enhance cooperative learning.

Kumaravadivelu (2006) asserts that “at the pedagogical core of interaction as an interpersonal activity are opportunities for increased learner-learner interaction and greater topic control on the part of the learner” (71).

### **2.3.Learning Speaking**

Learning a second language can be a long and complex process that includes some factors such as motivation, responsibility with the learning process, being able to understand and to be understood for others users of the foreign language; as well as being able to share with a different culture (Brown, 2000, p. 1).

In this process, it is necessary to know some aspects about the teacher and the learner such as age, scholarship, interest about why he or she is learning a foreign language, among other factors. Considering the teacher, it is necessary to know about his/her background, how long she/he has been involved with the learning of the foreign language, and how well the teacher manages the knowledge of the language structures. On the other hand, the context and the time in which the learner will be interacting with the language must be taken into account.

Nunan (1991) asserts that learning to speak a foreign language could be successful when the learners are involved actively in attempting to communicate.

Long (1983) and Krashen (1981, 1982) argue that “the opportunities for a comprehensive second language acquisition process are maximized when learners are exposed to language which is just a little beyond their current level of competence” (cited in Nunan, 1991, p. 50).

In the process of learning a second language, the learners go through a series of different processes that sometimes can make feel them anxious and sometimes frustrated because it is not really easy to understand the structure and functions of the new language.

Considering that, Brown (2007) declares that recently, researchers and teachers have been aware that in the learning process, the learners constantly are evaluating the relationship between their mother tongue, the target language and the limitations they have in the knowledge of the functions of their first and second language. Furthermore, they need to know the culture

of the users of the new language, among other situations that they need to face to be able to use the language properly (p. 256).

Frequently, the learners are faced to make mistakes while they are getting in contact with the language. In the field of teaching and learning a language, some authors and disciplines have been interested in to analyze the errors made by the learners in their language learning process. For instance, authors such as Schmit and Celce Murcia (2002) highlight that the principles of the Applied Linguistics are used to know the language function, the methodology to teach it, and the way users handle it to face real situations (p. 1).

Al-Khresheh (2016) states that for foreign language teachers, it is not merely to identify the student's errors; for them, to help the students to learn in a proper way it is necessary "to understand the linguistics reasons" of these mistakes (p. 49).

In this way, James (1998) defines the Error Analysis as "the process of determining the incidence, nature, causes and consequences of unsuccessful language" (p. 1). Meanwhile, Brown (1994) upholds that Error Analysis has a broad importance in the classroom research.

On the other hand, Khansir (2012) claims that Contrastive Analysis and Error Analysis have been considered part of the Applied Linguistics (p. 127). In the same way, Al-Khresheh (2013) asserts that the benefits of Contrastive Analysis have been beneficial to the identification of the commonalities and variances of the mother tongue and the second language.

To acquire the language in a successful way, learners must be exposed to the foreign language as much as possible, in fact, out of the classroom. And the acquisition of formal and complex sentences must be done in a gradual sequence, starting by simple words and easy sentences, and to continue with more complex structures bearing in mind the age and the learner progression. Harmer (2007) confirms that three factors are

essential in the language acquisition: “exposure to it, motivation to communicate with it and opportunities to use it” (p. 47).

Krashen (1970) upholds the theory of “Second Language Acquisition”; in which he explains how the user of a language with a knowledge of the mother tongue, learn a second language. Krashen (1981) compares the process of learning and acquisition of a second language as the same process in which children learn their first language among meaningful and real contexts (p. 10). The Krashen’s theory major tenets are: Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective filter hypothesis.

On the other hand, Scarcella and Oxford (1992) note that to be proficient, speakers should acquire a big amount of structures and discourse markers that help them to communicate their ideas, express cause, contrast, emphasis and relationships of time.

Regarding different authors’ points of view about learning speaking, I consider that to be a proficient user of a language, some aspects should be taken into account for teachers as facilitators of the students’ learning process. In this sense, I agree with Nunan’s (1991) claim about learners’ need to be involved actively in attempting to communicate in order to be able to successfully interact in a foreign language. Furthermore, I also agree with Harmer’s (2007) belief “exposure to it, motivation to communicate with it and opportunities to use it” (p. 47), are essential factors in the language acquisition; considering the necessity of learning speaking to be able to communicate using English as a second language.

## **2.4. Speaking Activities**

As a way to interact and to put into practice the new knowledge acquired, using language to communicate, activities perform a crucial rol in the English teaching and learning process. To enhance the development of speaking skills among the students, the activities prepared for the teachers should be oriented to meet that goal.

Larsen-Freeman (2000) suggests some activities that could be helpful to perform the communicative competences and speaking skills in the EFL classrooms. These activities are:

- Activities prepared using authentic materials.
- Scrambled sentences.
- Language games.
- Picture strip story.
- Role playing (p. 133-134).

Richards (2008) also claims that using natural dialogs, short conversations about students' personal experiences and topics related with their contexts should be considered by teachers when preparing activities oriented to strengthen speaking skills (p. 29).

### **Interactional activities.**

Kumaravadivelu (2006) sees the interaction as a conversational exchange produced when people try to understand and to decode the message in a conversation, and make use of strategies such as comprehension check and clarification.

Kumaravadivelu (2006), as an extension of Halliday's view of macrofunctions of language (textual, interpersonal and ideational), sees the interaction as a classroom activity, and suggests to talk about interaction as a textual, interpersonal and ideational activity (p. 66).

The interaction as a textual activity is seen in Kumaravadivelu's words as the linguistic knowledge that the interlocutors possess to understand and to be understood in the conversation exchange, giving sense to the written or spoken message.

On the other hand, the interpersonal activity refers to the participant's ability to exchange and to keep social interaction with others; and it is measured in the capacity of showing acceptance and to establish good relation with other peers.

Meanwhile, the ideational activity refers to the emotions and ideas one person has about the representation of the world and the society. These activities point at the development of critical awareness among the individuals.

## **2.5. Communicative Competences**

Regarding the mighty influence of the communicative competences in the development of the second language acquisition (SLA), the Colombian government has adopted the advantages of the theories that have supported this term to strengthen the teaching and learning process of English as a second language, adopting the development of the communicative competences as the main goal to be achieved by the students at the end of the high school level (Lineamientos Curriculares para el área de idiomas extranjeros en la Educación Media y Básica, MEN, 1999).

Furthermore, after reading the documents by the Colombian Ministry of Education to foster the teaching and learning process of English as a second language, I am aware of that all of them are intrinsically related with the development of the communicative competences.

This term has being supported by some linguistics during the past two decades, and has been influenced by several theories that have supported the language acquisition.

Chomsky (1965) was the first author who claimed by the definition of “competence” and “performance”, supporting that “We thus make a fundamental distinction between competence (the speaker-hearer’s knowledge of his language) and performance ( the actual use of language in concrete situations) (p. 4, his emphasis).

However, the Chomsky’s view of language was discussed by Hymes (1971), who claimed that the Chomsky’s definition excluded some aspects of the language in use. In this way, Dell Hymes (1972, 1967) proposed the term communicative competence as a reaction to the grammar rules established in the Chomsky’s (1965) notion of competence.

Hymes (1972, 1967 quoted in Brown 2007, p. 219) considers the human communication as an interaction with others, exchanging messages and negotiating meanings in different contexts.

Savignon (1972) defines the term “communicative competence” as the ability that language learners possess to interact with other peers, giving sense to the communicative acts, going further to simple dialogues and drills (cited in Celce-Murcia, 2001, p. 16).

Canale and Swain (1980) and Canal (1983) have established the definitions of communicative competence in the light of four components that empower people to interact with others. These components are described as grammatical competence, discourse competence, sociolinguistic competence and communicative strategies or strategic competence.

Canale and Swain (1980) emphasize that the grammatical competence encircles the “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar, semantics, and phonology” (p. 29), which are the basis of the language appropriate knowledge.

On their part, Scarcella and Oxford (1992) sharing Canale and Swain’s (1980) principles and importance of the grammatical competence, include vocabulary and mechanics as part of the speech act. Related with speaking, “the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress” (Scarcella & Oxford, 1992, p. 141).

Meanwhile, the sociolinguistic competence encompasses the knowledge of the sociocultural and discourse’s rules, comprising the knowledge of the speaker to understand the context in which the communicative situation takes place. This competence allows the user of the language to connect sentences in a comprehensible and purposeful discourse. The knowledge of the rules provides the tools for interpreting utterances for social interaction, clarifying the meaning and the speaker’s intention.



To Hymes (1967, 1968) the primary function of sociocultural rules of use is to specify the way in which utterances are produced and understood appropriately with respect to the components of the communicative acts (Cited in Canale & Swain, 1980, p. 30).

On the other hand, Richards and Renandya (2002) uphold that learning a second language includes not only the knowledge of its formal structures. It is also necessary to know what the users of the target language are expected to say and the social norms in which the speech acts are used properly,

The discourse competence also encompasses the rules of cohesion and coherence required in the production and comprehension of cohesive speech acts in formal and informal situations. In this way, the knowledge of the appropriate use of the grammar structures, the context, the topic and the participants are considered in the production of coherent communicative speeches.

The strategic competence involves all the linguistic and non-linguistics resources used by the speakers in their intent to be understood by the listener, trying to overcome the lacks of the linguistics factors, required to be able to communicate effectively. “Paraphrasing, repeating and guessing are examples of strategic verbal competence. Gestures, mimicking, and body positions are examples of strategic non-verbal competence. All these strategies are valid when learners intend to negotiate meaning” (Gómez- Rodríguez, 2010, pp. 329).

As we can see, for several decades, and for many researchers, linguistics and scholars, the term communicative competence has been discussed, in the way to try to understand the complexity of the communication process and all the factors included in the human communication, and until today, it still being a focus of attention in the communicative field.

## **2.6. Communicative Tasks**

Nunan (1989) affirms that communicative tasks can give a light in the analysis about the classroom life, integrating the inquiry in language learning and use and their effects on the level of pedagogical actions. He defines the communicative tasks as a chunk of activities performed in the classroom that must be focused on

meaning rather than in form; and they must be comprehended and produced in the target language, developed in a communicative form with a sense of completeness.

According to Nunan (1989), tasks can be classified in different ways; and some of them are: analytic and non-verbal form. Analytic tasks will include “some form of input data which might be verbal, for example, a dialogue or reading passage” (p. 8). On the other hand, non-verbal tasks will contain for instance, some pictures sequences that must be described by the students.

Tasks must contain input information, a procedure that must be performed by the students as a result of the guidance received, and an oriented goal for teachers and students.

## **2.7. Teacher's Methodology**

In the educational field, there is not an established way to teach, because every day, every class is different; as well as the context in which the teaching and learning process takes place. In this sense, Parker (1984) states: “teaching learning contexts change, and teachers' behaviors must change accordingly” (p. 220).

There are different factors that characterize the methods applied by the teacher in the development of his or her daily activities in the classroom. Among many other aspects, I would like to talk about the teaching role every teacher perform in the classroom, the way to introduce the specific aspects of the language, the language use, the teacher's skills base, the teachers' pedagogical knowledge, the kind of feedback provided to the students, the classroom management and the instructional materials used as an indispensable support to deal with the teaching process in a successful way.

Talking about the teaching role, every teacher has a special way of teaching, and a different methodology to apply in the different contexts where the teaching activity takes place. Hadfield and Hadfield (2008) express that the teaching role adopted in the classroom reflect the beliefs and conceptions about the teaching and learning process. In Hadfield and Hadfield (2008) words, what makes a good teacher is the consideration of aspects such as the student's needs, dearth and willingness.

In relation to the way teachers introduce some specific aspects of the language, I will refer about the inductive and deductive methods as a methodological practice used by the teachers which might foster or thwart the students' oral interactions.

In relation to the former, Harmer (2007) says "in a deductive approach, students are given explanations or grammar rules, for example, and then, based on the explanations or rules, they make phrases and sentences using the new language" (p. 81). Meanwhile, in the later, according to Harmer's (2007) points of view, learning a language occurs in a different way from the deductive approach; in this method "instead of going to the rules to the examples, students see examples of language and try to work out of the rules" (p. 82).

Using the deductive approach, teachers make use of different strategies to help students to try to discover the exactly meaning o the words, instead of giving them all the knowledge explicitly; fostering oral interaction in the class.

Considering the language used by the teacher in the classroom, it should reflect the teacher's believes about the teaching process, and also to accomplish with its main goal which is to communicate. Therefore, the language used in the classroom or at anywhere the teaching process will be performed, it must be respectful for the students and to all the people to whom teachers can interact.

Extending the importance of the language in the teaching practices, Hadfield and Hadfield (2008) agree that the language used by the teacher must be natural and useful for the students' English language development; and further, it must be taught in a meaningful way. Moreover, the English learning process must be for all the students a great experience to be engaged with the foreign language in an appealing and dynamic form.

To Richards (2011), some features of the language knowledge in the teaching process, should be reflected in aspects such as: the accurately comprehension texts, the fluent use of the target language in the classroom, the use of accurate explanations and properly examples, the useful selection of the target-language

resources, provide corrective feedback to the students language learning, and enrichment experiences for the students.

In relation to the corrective feedback, in the next chapter, I will refer to recasts as a strategy used by the teachers to correct the student's mistakes in their English learning process.

The pedagogical content knowledge, in the Richard's (2011) view, refers to the knowledge that provides a basis for language teaching and language learning that guide the teacher in all the situations that he/she has to deal with in the different moments of the teaching development practices.

In a similar way, Shulman (1987) states a set of characteristics that may be considered in the teachers' pedagogical conceptions that should guide the teachers' behavior and relationship with the students in the teaching and learning process.

These features are: comprehension, transformation, preparation, representation, adaptation and reflection.

In Shulman's (1987) words, the above mentioned aspects must characterize an appropriate development of the teaching process, considering that not all of them take place at the same time of teaching, and maybe, some of them must be forgotten during the development of the teaching practices. However, a clear assumption of them might be a real shift in the improvement of the teaching process and overall in the students' performance.

According to Shulman (1987), comprehension is the characteristic of the teaching process that encompasses the teacher's understanding of the teaching process, its purposes, some special student's characteristics such as their age, culture, genre, motivation, feelings, etc; that comprises the classroom's diversity. Comprehension also encompass a deep knowledge of the topics and ideas that will be taught and the appropriate way to communicate to the students, generating a change in their way of thinking, the development of their skills and maybe in their behavior.

The above-mentioned author supports that the main aspect that characterizes the teacher's knowledge is the way he or she is able to transform it, applying pedagogical strategies that will be reflected into the students' performance.

Transformation is another essential aspect of the teaching process; it is the way in which teachers have to swap the acquaintance they have into teachable knowledge, ideas, or thoughts, that will be understood by the students. In this sense, Shulman supports that the essence of the teaching performance is the transformation of the personal comprehension into others' understanding.

The teacher's preparation process refers to the detailed examination of the materials that will be used in the teaching process, as well as the different components that make part of the teaching field such as the curriculum, the programs, and the conceptions related with the educational sphere.

Teachers make use of the representation when they try to get the best way to teach and be understood by the students, using different alternatives such as the use of analogies, metaphors, demonstrations, simulations, etc. In this way, teachers make of the instructional process a rich and a diverse method to enhance cooperative and meaningful learning.

In the adaptation process, teachers deal with the adaptation of the suitable materials that fit with the students' characteristics, needs, interests and preferences to organize the units, lessons, and courses.

In the reflection stage, teachers analyze the way in which the teaching process was carried out, how the activities were performed, which ones were successful and which ones were not so good at all, how was the students' behavior during the teaching process; trying to get new ways to improve the teaching process itself and the students' performance.

Another special feature of the teacher's methodology is the way in which they select the adequate instructional model of teaching, giving attention to the appropriate way of providing interaction and the teacher's attitude along with the manner in which teachers organize the student's work during the activities;

giving them the opportunity to organize in different ways, such Harmer (2007) states: “they can work as a whole class, in groups, in pairs or individually” (p. 43). These, among other factors, might contribute to an effective teaching and learning process.

The whole class requires teachers’ special characteristics to keep all the class involved in the topic, as well as being part of the same team. However, some activities that must be performed in front of the whole group might be demanding and may cause some anxiety to those students who are not very confident in acting or speaking in front of their partners.

Group work or pair work can be a great source of cooperative learning, where the advanced students can encourage those partners who must be dealing with some difficulties in their learning process, and teachers can also guide them, while the rest of the group are performing the activities.

On the other hand, individual activities can let the students the possibility to face their actual level of learning, working on their own speed, realizing with their own needs, knowledge and the activities comprehension.

Regarding the evaluation of the student’s performance, teachers appraise the student’s development during and at the end of the teaching process, reflecting about the one’s own and the class’s development enhancing new knowledge comprehension through the learners’ own experience.

Another special tool that facilitates the teaching process is the adequate instructional material teachers select to help the students to develop the required competences in their English learning process.

Richards and Rodgers (1986) stay that instructional materials are related to the role of the instructional system and define the goals of the English skills to be acquired in the programmed academic time. They can be textbooks, audiovisual material, computer software, etc. Richards and Rodgers (1986) also assert that in a communicative methodology, the instructional material should have the following characteristics:

They will focus on the development of communicative competences through different activities, considering the different students' learning styles; providing them the opportunity to learn on their own way, evaluating their own English learning (pp. 25-26).

Even though there is not a magic formula to get the best recipe to be the perfect teacher, every person who deals with the teaching process, steadily try to get the best way to carry out with this thrilling profession that has an immeasurable value to all those people to whom teachers have the opportunity to share and to be part of their personal and professional development.

In this section, I have shared about some important aspects of the teacher's methodology, related to the language teachers use in the classroom, the methods they use to introduce some specific features of the language, the implications of the pedagogical teacher's knowledge, the teacher's role in the classroom; the skills needed to perform accurately the teaching practice as well as the different ways in which teachers can organize the students to perform the activities developed in the class, the way teachers evaluate the students' performance along with the appropriate instructional materials required to foster the students' competences and oral skills. Next, I will refer about the the different ways teachers provide feedback when correcting the students' mistakes.

### **2.7.1. Teacher's feedback.**

In the teaching process, there are different ways in which teachers correct the student's mistakes when they try to communicate in oral or written way in English. In this aspect, I will refer to recasts as a teacher-student interaction to promote a meaningful and effective English learning progress. After referring to some definitions of recasts, I will refer to some strategies of corrective feedback proposed by Sheen (2011) and Yao (2000), which facilitates the categorization of recasts as an useful tool of corrective feedback.

The term recasts has been used in different interactional perspectives to analyze the way teachers correct the students' misunderstandings in their use of English as a second language. Swain and Nabei (2002) define

recasts as a “reformulation of a previous erroneous utterance into a more target-like form while preserving the original meaning” (p, 43). They also consider recasts as “an effective form of feedback” (Swain & Nabei 2002, p. 45).

From an interactionist hypothesis proposed by Long (1996) and other interactionist authors such as Gass (1997) and Pica (1994), recasts is considered as an effective feedback that takes place throughout the interaction and negotiation process, promoting the effectiveness of the English learning.

Chaudron (1997) sees recasts as “any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance” (p. 31). In another definition of recasts, Chaudron (1998) defines corrective feedback as “any teacher behaviour following an error that minimally attempts to inform the learner of the fact of error” (p, 150).

Sheen (2011) divided into seven types the strategies to classify the corrective feedback; meanwhile, Yao (2000) included body language as a strategy used by the teachers when they are providing corrective feedback to the students (cited in Hernández & Reyes 2012). These strategies are presented in table 1.

Table 1 Types of CF Strategies	
Correct form is provided	Correct form is elicited
Recasts	Repetition
Explicit correction	Elicitation
Explicit correction with meta-linguistic explanation	Meta-linguistic cue
	Body language
Based on Sheen 2011 and Yao 2000. Cited in Hernández and Reyes (2012, p. 6).	



Hernández and Reyes (2012) categorize recasts as didactic or conversational; where the former attracts the attention to the student's mistakes with a pedagogical purpose. The later is realized when the teacher correct the student's errors, and he/she verifies if the learner has understood the correction done.

Both can be done in a partial or in a completed form.

Example:

S: She go to school every day.

T: It's not "she go", but "she goes" (Hernández & Reyes 2012. p. 65).

This is an example of didactic recasts, where the teacher corrects the student's mistakes related to the appropriate form of the verbs in the 3<sup>rd</sup> singular person in the simple present tenses. The teacher gives to the student the appropriate form of the verb go in its 3rd singular person in the simple present tenses.

Meanwhile, Hernández and Reyes (2012) uphold that the explicit correction with a meta-linguistic comment includes a clear teacher's explanation of the student's mistakes what makes the difference with the meta-linguistic cue, where there is not a deep explanation of the student's erroneous utterances; instead, the self-correction is encouraged. Example:

S: there were many woman in the meeting

T: You need plural. (Hernández & Reyes 2012. p. 66).

Repetition and elicitation as a recasts strategy include a partialy or completed repetition of the wrong utterances pronounced by the student. Hernández and Reyes (2012) suggest that repetition might be followed by "some intonation change emphasizing the error or in a question form" (p. 66).

Body language is a silence but a powerful source for correcting students' mistakes. Yao (2000) suggests that a frown, a head shaking or a "no" signiling finger indicate students that something is wrong and they might be aware of their self-correction (cited in Hernández and Reyes 2012).

In the clarification requests, some expressions such as "what do you mean?" "sorry", "I do not

understand, can you explain to me, please”, “could you give me some examples?” among others, are used by the teacher to guide the students in their self- correction process.

In this section, I have presented the advantages of the recasts as a strategy used by teachers to correct the students' inaccuracies in their English learning processes. Next, I will present the Communicative Approach and the background of the Communicative Approaches.

## **2.8. Communicative Approach**

### **2.8.1. Background of the communicative approaches.**

During the past decades, there have been different methods to teach and to learn English that have found the basis of the current approaches of learning and teaching English. The Situational Language Teaching based on activities underlined on different situations, was one these methods that preceded the actual way of the English learning and teaching process.

In 1972, the British linguistic D. A. Wilkins proposed that the preceded methods of learning and teaching English saw the language based on the grammatical form, forgetting the real need of people to communicate and to develop the communicative competences. Based on this concept, Wilkins made a distinction between two categories that support the basis of the communicative process. These categories were:

- a) Notional Categories that include concepts such as: time, quantity, space, matter, case and deixis.
- b) Categories of Communicative functions that are related among other factors with: modality, moral evaluation and discipline, prediction, argument, personal emotions, interpersonal and emotional relations. In Wilkins words: “they are also concerned with expression of the speaker's intentions and attitudes” (1972, p. 264).

Later in 1976, with an extension of his first job, in his book *The Notional Syllabuses*, Wilkins developed the bases for the communicative language teaching; and the Council of Europe included his rewarding job in the first-level syllabuses of the communicative language programs.

### **2.8.2. Communicative language teaching. (CLT).**

To talk about the Communicative Language Teaching as an approach, we can not forget the invaluable work of the different linguistics that have made important contributions in the development of different theories of language as a way to communicate and communicative competences.

In this section, I will refer to the contributions of some authors such as Hymes, Richards, Halliday and Finocchiaro and Brumfit.

The remarkable work of Hymes (1972), who established the basis of the communicative competences, has been the groundwork of a general theory of communication that includes the culture and the real needs of the speaker to communicate effectively in a language community. His new vision of the real speaker goes beyond the fixed grammatical norms and takes into consideration other aspects of the communicative process such as the ability the users of a language have to negotiate and interpret the meaning in specific contexts and situations.

To Richards (2006),

Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classrooms activities that best facilitates learning, and the roles of teachers and learners in the classroom. (p. 2)

In the Communicative Language Teaching, the main goal is the development of the communicative competences through the performance of different activities where the main focus is the promotion of communication and interaction among the participants in the English learning process. Students are faced to communicate among peers, working in groups and developing collaborative activities instead of performing individual ones.

Teachers assume a new role of facilitators and monitors, and they are not the central part of the English teaching and learning process. Students' mistakes are viewed as an intrinsically part of learning.

From his point of view, Halliday (1973) claims by the functional account of language use, and established seven functions that language accomplishes in the language acquisition. These functions are:

instrumental, regulatory, personal, interpersonal, heuristic, imaginative, and representational function. Each one of them perform a specific purpose in the way of communicating.

These functions help people when they need to get things, take the control over others, express feelings and get in contact with others, discover and learn new things, be creative, and to express any information (p. 11- 17).

Finocchiaro and Brumfit (1983) made a significant distinction of the Communicative Language Teaching Approach, giving the following characteristics of this method that promote the interaction and the development of communicative competences as the major tenets to strengthen communication:

- In the Communicative Language Teaching, the meaning, the development of fluency and an acceptable use of language are the main goal.
- The activities are performed with a communicative function; considering the context. Any device and input that help the students to perform their communicative acts are used; taking into consideration their ages, interests, etc.
- Since the beginning, students should be encouraged to communicate, as well as to develop writing and reading activities.
- Drills and translations are used to fulfill the students' need. The teacher plays the role of facilitator; motivating the students to use the language.
- Students are encouraged to interact with other peers through pair or group work.
- What is communicated should encourage students to have intrinsic motivation to be delighted to communicate and to keep in contact with other people (p. 91- 3).

In this section I have presented the main characteristics of the Communicative Language Teaching, under the perspective of some authors such as Hymes (1972), Richards (2006), Halliday (1973) and Finocchiaro and Brumfit (1983). Next, I will present the State of the Art.

## 2.9. The State of the Art

In this section, I will present some studies that are related with the main topics of my research and I consider they will be helpful to support the investigations done in this field. They are organized into five topics:

- a) Speaking
- b) Factors that affect the speaking development
- c) Interaction
- d) Teacher's methodology.
- e) Communicative Language Teaching.
- f) Corrective feedback

These researches have been done in different countries, including Colombia, covering in this way the external and internal importance of the topic on which I am conducting this inquiry.

### 2.9.1. Previous studies related to speaking.

Méndez López (2011) conducted the study *Speaking Strategies Used by BA ELT Students in Public Universities in Mexico*, in five public Mexican universities to investigate about the speaking strategies used by the students of a BA English Language Teaching Program. As a qualitative instrument to support her inquiry she applied questionnaires to the students, and the results showed that the most speaking strategies used by the students in the context she was performing her study were asking for repetition, use of paraphrasing and asking for message clarification. She also supported that there is a wide range of strategies students use, and they select the most suitable for them according to their language level proficiency.

Vilímec (2006) conducted the study *Developing Speaking Skills at Czech Elementary Schools* aimed to analyze the way teachers organize speaking activities in their current pedagogical practices, and the way this activities affect the student's speaking development abilities. In his research, 30 lessons were observed, and 45 communicative and pre-communicative activities were found. He also looked at the language used during the English classes, and found that there was a combination of mother language and target language for giving

instructions. In spite of that this research was done in elementary schools, I found that this inquiry has some similarities with my research related with the speaking skill development and the teacher pedagogical activities to foster this skill among the students.

### **2.9.2. Previous studies related to factors that affect the speaking development.**

Related with some factors that might affect the student's speaking development, Bashir, Azeem and Hussain (2011) conducted the study named Factor Effecting Student's English Speaking Skills in public schools in the province of Punjab with all English teachers and students to classes 9th to 10th grades with the objective of investigate the factors effecting students' English speaking skills in secondary level. This descriptive research was carried out in twenty randomly selected schools from Faisalabad district. As a qualitative instrument to collect data, two questionnaires (Three point Likert type scale) for students and teachers were developed, piloted and applied respectively. The questionnaire results were tabulated under frequencies and percentages to facilitate their analyses.

Minh Tram (2009) conducted the study Appropriate Classroom Activities for Effective Teaching of Business English (BE) speaking skill necessary for Vietnamese businessmen in Hanoi with different kind of population. First, the purpose of the research with a group of sales personnel in import-export companies was aimed at to investigate the necessary BE speaking subskills for Vietnamese businessmen. On the other hand, questionnaires and interviews were applied to a group of universities teachers focused on to investigate the perceptions of the BE teachers in universities for the appropriate classroom speaking activities to teach the necessary sub skills. Finally, questionnaires, journal and interviews were applied to a group of students aimed to explore the effectiveness of the classroom activities. Under an action research, the qualitative and quantitative data showed that all the activities the teacher practised with the students developed different areas of speaking as a language skill. This study also aimed to be useful for improving BE programs that contain lessons related with the real situations to the students, helping them to achieve the objectives proposed to their careers in an effective way.

In Saudi Arabia, Hamad (2013) conducted the study *Factors Negatively Affect Speaking Skills at Saudi Colleges for Girls in the South* aimed to investigate the factors that might influence negatively the English language speaking skills in Saudi colleges, in terms of: a) instructions. b) Students. c) Curriculum and textbook. d) English Language teaching methods and exercises and e) Teaching and learning environment. The instruments used for collecting the data were questionnaire papers applied to 150 students at Mhayeal and Almajardah colleges of King Khalid University (KKU) at English language department. Also, 10 female instructors were interviewed about the student's questionnaire information. The results were obtained under a descriptive and analytical approach using SPSS, and the findings were the following: a) the use of Arabic as a mother language in class, affect the student's proficiency development; b) students fear speaking English Language in public and can not make a phone conversation, or a presentation in English without Arabic translation c) the curriculum of listening and speaking does not contain enough exercises for speaking skills d) some activities such as: role-play, debates and presentation- assignment, are not used by teachers as strategies to develop the students' speaking skills e) listening activities are practiced more than the speaking ones f) labs are not used for teaching listening and speaking skills; g) CDs are not frequently used as a speaking model; h) there are more than 30 students in the listening and speaking classes. Based on the findings, Hamad (2013) strongly recommended: a) Prohibit the use of Arabic in the English classes; b) teachers should use motivating teaching strategies such as: cultural debates topics, discussions, role-play and presentations-assignment to develop speaking proficiency c) teach listening and speaking skills in the lab; d) to develop the students' speaking proficiency, the time of listening and speaking course should be increased to six hours instead of three hours that currently the English curriculum has; e) activate English club and societies inside college; f) students number in listening and speaking classes must no exceed 30.

In Colombia, Hernández Reyes and Pertuz Molina (2015) in a public university, conducted the study *Factors that Hinder the Successful Development of Speaking Proficiency: A Research Study Conducted at a Public Colombian Caribbean University*, aimed to identify the problems with the oral English skills development of the students in the fifth English level at a Colombian Caribbean University, and the contexts and the

conditions ELF undergraduate students' program develop their oral English skills. The data collecting was based on semi-structured interviews, class observation, document analyses and research surveys. The results of this research showed that it is necessary to create the conditions and offer opportunities to promote verbal communication in English inside and outside the classroom. They also found that to strengthen the students oral communication and to avoid they feel fear to express in English, there should be a better alignment between the oral proficiency goals and teaching.

### **2.9.3 Previous studies related to interaction.**

Fleta (2007) focusing on evidence-based practices, conducted the study *The Role of Interaction in the Young Learners's Classroom in the British Council of Madrid*, aimed to investigate the teaching techniques and the learning strategies observed in the young learners' classroom. Findings showed that children internalize English through conversational interactions with the teacher while carrying out activities designed to improve the four skills.

In spite of this study was carried out with young learners, I found it practical and beneficial to my research.

In Colombia, Herazo and Sagre (2015) conducted the study *The Co-construction of Participation Through Oral Mediation in the EFL Classroom*, aimed at investigating how a Colombian second language teacher mediated her ninth-grade students' participation during classroom interaction. In their research five lessons were videotaped and transcribed, and a teacher interview was performed after each class. Findings showed that the teacher mainly used questions, elaborations, recasts and continuatives in patterned combinations to foster the effective students' participation in the classroom. Affordances were the mediation to promote engaging meaning-making students' new language development.

### **2.9.4. Previous studies related to teacher's methodology.**

Lituly (2016) conducted the Quasi-Experimental study *Integrative Teaching Techniques and Improvement of German Speaking Learning Skills* aimed at determining the influence of the integrative language teaching techniques to the student's speaking skills German Language Study Program. This study was



carried out with an only one group of students in Pattimura University in Ambon, Indonesia in the second semester of 2014/2015. The instruments applied in this research were oral and written tests. This research used one single group design with pre-test and post-test; and the data analysis was conducted using t-test. The results showed that the students guided with an integrative Teaching Technique demonstrated better learning speaking results than those students who were not oriented by this technique. In spite of that this study does not fit exactly with the instruments and the methodology applied in my research, they have speaking as their major aspect of interest.

Mowlaie and Rahimi (2010) conducted the inquiry *The Effect of Teachers' Attitude about Communicative Language Teaching on Their Practice: Do They Practice What They Preach?* This research was developed with one hundred teachers in different branches of a famous language school in Tehran, to identify the discrepancies between what teachers professes about the tenets of Communicative Language Teaching (CLT) and what they really do in the classroom related with its principles. The questionnaires were aimed to explore the teachers' attitudes on different CLT principles and how often they thought they practiced those principles. The observation's results showed that most of the time there was not a real correlation between the teachers' view of Communicative Language Teaching, and what they do in the classroom.

#### **2.9.5. Previous studies related to communicative language teaching.**

Jabeen (2014) conducted the study *Implementation of Communicative Approach at secondary level in different schools* aimed to assess the real situation related with the implementation of communicative approach in the teaching of English as a second language in different schools of Delhi, following the curriculum of Central Board of School Examination (CBSE). The study was conducted under a Likert-type attitude scale to understand the teachers' attitudes towards the communicative approach. The results showed that the implementation of communicative approach in the classrooms is not so common; however, teachers claim to be following a communicative approach, but their practices in the classroom demonstrate keeping on a traditional approach.

Abdel-Salam (2014) conducted the study Exploring CLT practices in Saudi International schools, with 17 English teachers. The study aimed at exploring teachers' practices in terms of (CLT), and its appropriateness to this context. To perform this inquiry, the researcher applied two instruments of qualitative research (questionnaires and interviews). Results showed that among other approaches used for teaching English as a foreign language, CLT is the most frequently used in Saudi International schools; however, teacher's practices in terms of the role of the teacher and learner do not reflect its principles. Furthermore, teachers affirmed that some challenges as the educational system, the syllabus outlines and assessment procedures might hinder the successful CLT development in Saudi International schools. Another noticeable fact in this study is the confirmation of the importance of context in language learning and teaching. Abdel-Salam (2014) upholds that there are some factors that affect positively the development of CLT in this context; but there are others that might influence negatively it.

Ahmed (2012) conducted the research English Language Teaching at Secondary School Level in Bangladesh: An Overview of the Implementation of Communicative Language Teaching Method, in different secondary schools. Applying questionnaires as a qualitative research instrument, this study was addressed to evaluate the real practices of CLT, the roles and performances of teachers and students in the classroom; as well as verify the successfulness of communicative textbooks, the students' lacks in their English learning processs, and the way to reduce the factors that affect it. The results showed that learning a language only could be possible with the emphasis of the four skills, the use of realia to engage students with the development of communicative competences, emphasizing reading skills; some materials such as newspaper, games, English videos, movies, etc, must be used by teachers in the development of the classes to foster listening skills,. The use of mother language should be reduced or forbidden. The development of writing skill should be developed first by illustrating pictures of real environment and activities related with their daily life.

#### **2.9.6. Previous studies related to corrective feedback.**

Nabei and Swain (2002) conducted the study Learner Awareness of Recasts in Classroom Interaction: A Case Study of an Adult EFL Student's Second Language Learning in a Japanese school. Some classes were

videotaped and analyzed, and some interviews were done to elicit the student's awareness of feedback. Furthermore, grammatical judgement tests were applied to measure the learning process. The findings showed that recasting is a complex verbal behaviour influenced not only by the teacher environment, but also by the interaction between context and the learner's cognitive orientation. Additionally, results showed that the effect of recasts as a corrective feedback is influenced by linguistic, lexical and paralinguistic elements, as well as the learner's autonomous utilisation of the learning opportunities provided by the feedback.

Hernández and Reyes (2012) conducted a study at a Mexican university, aimed to identify the perceptions of English' instructors about corrective feedback and its actual practice in their classrooms. A semistructured interview and a questionnaire were used to collect data. The results showed that teachers generally have a positive perception of corrective feedback; however, some of them are really concerned about the student's feelings and emotions and correct them occasionally. Furthermore, in their classes unfocused oral corrective feedback and implicit strategies are predominant. Students prefer to be corrected by their teacher more than by their peers. Finally, they found that Self-correction is the least used way to correct students' mistakes.

Afsar (2015), in his article Error analysis and correction in oral communication in the EFL context of Bangladesh, claims by the importance of the communicative approach, as well as the benefits of error correction as an strategy to enhance students' communicative competences and English oral productions, proposing some techniques that could be taken into consideration by teachers to perform their teaching practices in the classroom.

In this section I have presented some researches done in Colombia and other countries related with speaking, some factors that affect the speaking development, interaction, teacher's methodology, Communicative Language Teaching and Corrective feedback, due that these aspects are the main core of my research project.

Next, I will present the Methodology and the instruments used to perform this inquiry.

### 3. Methodology

In the development of this inquiry, the principles of qualitative research were taking into consideration due to the naturalistic and descriptive paradigm in which this research was carried out. The main characteristics of the Qualitative Research, the instruments applied, and the results will be presented in the next chapters.

This inquiry was developed in two public institutions located in Santa Marta, with a total population of 31 girls and 21 boys. The observations were carried out in two public schools located in the Historical Cultural and Touristic District of Santa Marta with 9<sup>th</sup> grader teenager students. The observations in the school number one (here in after), were developed during the first part of the first semester (2018), with a population of 18 girls and 10 boys; ages range between 13 and 17; meanwhile, the observations in the school number 2 (here-in after), were developed in the second semester of the same year, with a population of 13 girls and 11 boys; ages range between 13 and 17.

The observations in the school number one were carried out in the morning; meanwhile, the observations in the school number two were developed in the afternoon.

Both schools had three hours per week of English classes: however, in the school number one, the English classes lasted 60 minutes, and in the school number two, 50 minutes. In the school number one, the English classes were scheduled on Monday, Wednesday and Friday; meanwhile, in the school number two, they were scheduled from Wednesday to Friday.

The total time for the observations was twenty (20) hours: Ten (10) hours of observation in each school.

In the school number one, five (5) classes were observed and each one ended in the scheduled time of the English class (60 minutes). Furthermore, in this school, not all the time was dedicated to class observations because in some times, during the observations, the teacher did assessments and reviewed the students' notebooks; what did not help me at all with the main purpose of this research. For that reason there are only five transcriptions of the recorded class observations.

Meanwhile in the school number two, nine (9) classes were observed because some of them did not end at the scheduled time of the English class (50 minutes). In this school there are nine transcriptions of the recorded class observations.

A total of 27 transcriptions that include the class observations, the students' and teachers' interviews support the findings of this research. These instruments are included in the appendix section.

Two experienced English teachers and twelve (12) students were interviewed, six (6) in each school.

### **3.1. Ethical Considerations**

As the highest population of the participants in this research project are under-age, some ethical considerations must be considered to be respectful with the younger's rights, bearing in mind the strong importance that this issue has in Colombia; where several laws have been created to protect under-age rights, such as Law 1581 /2012 and its regulatory decree 1377/2013; Ley Orgánica 1, January 15<sup>th</sup>, 1996; among others.

Considering that the participation in this project is totally free, Frankfort-Nachmias and Nachmias (1992), assert that the informed consent allows all the participants in any research project to be informed about all the situations the project could have, including some risks the participant could suffer while participating in it. This consent protects the participants' rights to be involved in the project or not. The informed consent to the participants in this project could be seen in the Appendix K (p. 257).

### **3.2. Qualitative Research**

This method is guided with a participatory perspective; in which, the research tries to understand how an individual experiences a phenomenon.

Martella, Nelson, Morgan and Marchand-Martella (2013) state that the main source of data in the Qualitative Research is the natural setting, and that qualitative researchers are thoroughly interested with the "real –world" (p. 298). They also highlight the inductive analysis, the holistic perspective and the personal contact that characterize this research paradigm.

Jhonson and Christensen (2008) uphold that the “Qualitative Research tends to use the exploratory scientific method to generate hypotheses and develop understandings about particular people, places, and groups” (p. 53). They also say that this paradigm is discovery oriented. They also agree with Martella et al. (2013) in that the Qualitative Research is performed in a natural setting supported with qualitative data and oriented by an inductive scientific method.

Jhonson and Christensen (2008) established eight steps to conduct Qualitative Research that are presented in figure 2.



Figure 2. Steps in qualitative research study. This figure illustrates the stages to guide when conducting a qualitative research study. Taken from Jhonson and Christensen (2008, p. 389).

Qualitative research shows some types of methods like: ethnography, phenomenology, grounded theory, case study and historical research. In terms of this paper, the case study was taken as the qualitative research approach to conduct it.

### 3.2.1. The case study research.

I will present some definitions of case studies given by some authors such as Yin (2002), Stake (1995) and Merriam (1988) among others, who have done thorough studies in this field. I will also present the

components of the case study as a methodological research design proposed by Yin (2002), and the classification of it proposed by Stake (1995).

Yin (2002) defines case study as “a contemporary phenomenon within its real life context, especially when the boundaries between the phenomenon and context are not clear and the researcher has little control over the phenomenon and context” (p. 13).

According to Stake (1995) and Yin (1994), the case study can be used to address explanatory, descriptive and exploratory research questions. In it, the researcher provides a detailed account of one or more cases. Case study generally uses qualitative data.

Baxter and Jack (2008) assert that “Qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts” (p. 544).

Nisbet and Wart (1984) state that case study “provides a unique example of real people in real situations” (pp. 72-73). These authors also affirm that case study help readers to understand the relation between ideas and abstract principles.

Hitchcock and Hughes (1995) established some benefits related with case studies:

- The researcher is integrally involved in the case.
- The events are presented in the real situation in which they take place, providing a chronological sequence of the actions.
- It can be focused on individual or groupal participants, giving a deep interest of their events’ perception (p. 317).

From Yin (2002) points of view, case study research design encompasses five components: “a study question, its propositions, if any; its unit (s) of analysis; the logic linking the data to propositions and the criteria for interpreting the findings” (p. 26). In this way, Yin (2002) encourages all the researchers to work deeply and rigorously in all the research steps; he gives a special attention to the two last components, and asserts that these aspects provide the bases to have a coherent and “a solid foundation for the analytic operations” (p. 26).

In relation to the case study classification, several authors such as Yin (1984), Merriam (1988), Sturman (1999), Stake (1995) and Robson (2002), among others, have done different classification of the case study.

In this way, I will refer to the classification proposed by Stake (1995), who states that case study can be divided into the following categories: intrinsic, collective and instrumental case studies.

According to Stake (1995), in the intrinsic case study the main goal is the understanding of the case itself as a single-case design. In it, the researcher provides with deep details a description of what it is happening and the characteristics of the case as an integrated entity. This kind of case study is useful in the educational field, programs evaluation and exploratory research due to it provides the research the opportunity to study in deep a single case with a depth comprehension of the specific situation and the subjects immersed in it.

Opposed to the main characteristic of the intrinsic case study, the instrumental case study is aimed to analyze the general implications of a situation, rather than to observe it in a particular and specific way. The main goal in the instrumental case study is the explanation; and it can be used by researchers to generalize or to expand the findings in research literature about different topics.

Collective case studies are also called multiple-case design (e.g., Yin, 1994). In it, more than one case is studied. Jhonson and Christensen (2008) point out that there are several advantages in conducting a multiple-case design. For instance, a comparative type of study can be conducted to find similarities or differences in a case; or to test a theory by observing the results from collective cases. Likelihood of generalization from multiple cases results is more feasible than those obtained from a single case study (Jhonson & Christensen, 2008, p. 408).

Baxter and Jack (2008) also uphold that “the evidence created from this type of study is considered robust and reliable, but it can also be extremely consuming and expensive to conduct” (p. 550).

After making the decision of which type of case study follow to conduct the research, to have a solid and accurate result, researchers should pay attention to some components of the case study as follow: Yin (2003) and Miles and Huberman (1994) emphasize that a rigorous case study might have propositions (that might or



not be included). Miles and Huberman (1994) suggest that “the application of a conceptual framework (...)”, the development of the research questions (generally “how” and/or “why” questions); the logic linking data to propositions “and the criteria for interpreting findings” (cited in Baxter & Jack, 2008, pp. 550-551)

In spite of not having propositions to be analyzed, this research fixes with the requirements and principles of the case study; and due to the characteristics of this inquire, the collective case study is adopted as the methodological research design.

In this section, I have presented some definitions and the major tenets of case studies as its benefits and classificatiton and its importance in the research field. Next, I will present the instruments applied to conduct this research.

### **3.2.2. Data collection techniques.**

In the implementation and development of this study, the instruments used to collect data were: interviews and class observations.

#### **3.2.2.1. Interviews.**

Kvale (1996) remarks the importance of the interviews, showing it as a conversation where people exchange knowledge in an affable manner. In Kvale’s words, the interviews provide to the research field a humanistic perspective; changing its external and quantifiable sight into an individual interaction of learning, where the participants exchange mutual interest about a specific topic (pp. 11-14).

Cohen, Manion and Morrinson (2007) consider the interview as a “flexible tool for data collection, and a powerful implement for researchers” (p. 349). According to Dyer (1995), the interview is more than an every-day conversation. For him, a well-constructed interview “has a specific purpose” (p. 56), and it has to be prepared and constructed by the interviewer, who has to organize the appropriate scenario to perform the prepared questions and to get the explicit and detailed answers from the interviewee.

In this way, Cohen et al. (2007) state that the interviewer must control the interview, giving space for freedom, searching for deep and complex answers.

Patton (1990) holds that “the data from interviews consists of direct quotations from people about their experiences, opinions, feelings and knowledge” (p. 10).

There are different kind of interviews according to their purpose, their participants and the context in which they are performed. In terms of this research, as an instrument to collect the data to support the findings, I will refer about the semi-structured interview, which according to its characteristics has been classified by some authors as a qualitative interview. First I will present some characteristics of the qualitative interviews, next I will present the definitions of the semi-structured interview and finally I will refer about the observation as another instrument to data collection in this inquiry.

### **3.2.2.2. *Qualitative interviews.***

Johson and Christensen (2008) illustrate that the qualitative interviews are based on open-ended questions, and supply qualitative data. Cohen et al. (2007) mention that the open-ended questions, present several advantages in the research field because they reduce the tension in the interview, encouraging cooperation and establishing rapport between the researcher and the interviewee.

According to Patton (1987), qualitative interviews provide tools for researchers to get in contact with other person's points of view.

Furthermore, qualitative interviews are known as in-depth interviews because they can help to get comprehensive knowledge about the participants and their feelings about a specific issue. Kvale (1996) remarks that the qualitative interviews, among other aspects, must show some of the following characteristics:

- To take into consideration the participants insights.
- Focus on specific ideas and topics, avoiding be extremely structured.
- Focus on specific topics instead of present general aspects.
- Have a positive experience to all the participants.

### **3.2.2.3. Semi-structured interview.**

O'leary (2004, p. 164) comments that this kind of interview are a mixed between a fixed and a flexible kind of interview that provides freedom to the interviewer to make some changes in the previous organized questioning plan.

Cohen et al. (2007) declare that the semi-structured interview might contain the topic that will be considering with the interviewee, the possible questions that will be achievable for each topic, some messages and clues for each topic, subject or question.

Bearing in mind all the above mentioned about the interviews as qualitative instrument to gathering information concerning with the field of the research, I agree with what the authors assert about the importance of this tool, and I also consider that to be successful interviewers researchers must be careful in the way they deal with the interview, being respectful with the interviewee, establishing a confident relationship that reduces the fear that might cause the fact of giving the personal opinion about a specific topic.

Furthermore, the interviewer must pay attention about what the interviewee, helping him/her with some strategies that pursue the achievement of the proper answers that fulfill the goals of the interview. These strategies can be asking for clarification or expansion, searching for opinion, etc.

### **3.2.2.4. Observation.**

Cohen et al. (2007) declare that the observation is a research process that offers a vivid and realistic detail about what is happening in a real time in the place where the observation is performed. They make a clear explanation about the relevance of the observation in the educational research field highlighting that it lets the possibility to know in a realistic way what exactly is happening in the classroom.

Robson (2000) also stays that the observation lets know what people do exactly, and if the actions fix with what they do (p. 310).

Through the observation, the researcher can perceive some aspects that might be not possible with another instruments to gather information. In terms of this research I will refer about class observations as an instrument to collect the data related with what is happening in the classroom.

Cohen et al. ( 2007) state that with this tool, it is feasible to have a real view about some issues like the amount of students in the classroom, the student's behaviours, what kind of resources to strengthen the teacher and learning process there are in the classroom and as well in the school, how many students go to the library, what type of interaction is carried out between teachers and students, and among peers, etc (p. 396).

The previously mentioned authors give important suggestions that researches should take into consideration when conducting an observation process:

- Decide when, how and what observe.
- Establish the time, the degree and the duration of the observation.
- Determine the nature, the context, and the role to be performed.

(Cohen et al., 2007, p. 412).

In this section, I have presented the methodology and the instruments applied to perform this research, which are the interviews and the class observation. I also have presented some insights about the qualitative interviews and some suggestions that could be considering by the researches to conduct effective and valid interviews when performing a research process. Next, I will present the categories used to analyze the data from the instruments applied in this inquiry.

### **3.3. Categorization**

In terms of this research, being aware that the development of speaking and the communicative competences are processes that require the interaction among others, some principles about interaction and conversation analysis were considered to analyze the way in which the methodology used in the classroom, might help or hinder the students to strengthen their speaking skills and communicative competences in English.

The categories used to analyze the class observations and the teachers' and students' interviews were taken under a thorough analysis of the theoretical framework of my research and some considerations of the Flanders' Interaction Analysis, related only with the descriptions of some categories used in this way of interaction analysis; because the indeep way of this analysis is not the main core of this research.

Amatari (2015) defines Flanders' Interaction Analysis Categories (FIAC, here in after), as "a system for coding spontaneous verbal communication. Interaction could either be observed in a live classroom or in a tape recording" (p. 45). This system of analysis was proposed by Ned Flanders, and it is considered a useful tool to code the teachers' and students' interactions in the class. In this analysis, only the verbal communication is considered; meanwhile, others kinds of communication are excluded (Amatari, 2015).

The categories of classification are presented in the Appendix (I), in the appendix section of this research.

#### 4. Findings and Results

In this section, I will present the findings obtaining after the examination of the data collected through the qualitative instruments used in this research (class observations and teachers' and students' interviews). These instruments were analyzed under six main categories named: teacher's methodology, interaction, language skills, error correction, students' characteristics and materials.

Under each main category are grouped some subcategories used to analyze the main findings obtained from the instruments used to collect data.

The main category "teacher's methodology" refers to some practices performed by the teacher in the classroom that characterize every teacher and are essential factors to enhance the student's language learning and oral skills performance.

The category "interaction" refers to the different ways teacher and students interact promoting collaboration and peers interaction.

The category "language skills" refers to the skills students should perform in the classroom to acquire the desired English proficiency level they have to have at the end of high school.

The category "error correction" comprises different strategies teacher uses to correct the students' mistakes, giving them the opportunity to learn from their own mistakes.

The category "students' characteristics" includes some of the features that identify the students' attitudes and feelings.

The last category, "materials", includes all the resources teachers use to strengthen the student's language learning process and oral skills development.

After examining the instruments, and considering the information obtained from them, I present the following results that will be discussed forthwith.

First, I analyzed the data from the class observations of the school number 1 and number 2, followed by the analysis of the English teachers' (school number 1 and number 2). Finally I analyzed the students' interviews of both schools.

As Seleiger and Shohamy (1989) declared “once the research data have been collected with the aid of types of data collection procedure, the next step is to analyze those data” (p. 201).

After observing, recording and transcribing the classes in the school number 1 and school number 2, as well as the teachers’ and students’ interviews; the results were analyzed in the light of my research question that follows the Why and What questions, subquestions and general objective, furthermore, the main tenets of the qualitative research and case study presented in 3.1 and 3.1.1 were taken into consideration in the data analysis.

After collecting the data, from the instruments used, I realized that:

- 1) Some methodological aspects foster the development of communicative competences and speaking skills
- 2) Some methodological aspects hamper the development of the communicative competences and oral skills.
- 3) Interacion promotes cooperative learning.
- 4) Appealing activities foster participation and interaction.
- 5) Students did not have a successful learning process in primary school.
- 6) Materials facilitate the teaching and learning English process.

#### **4.1. Results from the class observation school number 1**

After having performed the class observations in the school number 1, and based on the main findings mentioned above, I realized that there are some methodological aspects used by the teacher in the classroom that can foster the students’ development of communicative competences and speaking skills. In this sense, I focused on the teacher’s methodology, the accurate explanations, the teacher instruction and the teacher’s attitude, as indispensable factors to perform the teaching activity fostering the students’ oral communication development.

In relation to the methodological aspects that foster the development of the student’s communicative competences and speaking skills, it was noteworthy the teacher’s attitude to perform the class, who was always

friendly to the students. This is an important aspect in the teaching field because it generates a friendly environment that facilitates the students' learning process.

Other aspects considered in the teacher's pedagogical development were the accurate explanations and the clear instructions provided by the teacher that students had to follow to perform the activities in a proper way; as it can be seen in the excerpt of the transcription of the class observation number 3, turn 1.

PARTICIPANTS	INTERACTION	CATEGORIES
T:(turn 1)	Vamos a realizar unos ejercicios para trabajar el verbo modal Could Vamos a copiar una pequeña lectura de la cual se van a desarrollar algunas actividades, todas enfocadas a trabajar el verbo modal Could. Empecemos a trabajar con la escritura del párrafo para que puedan desarrollar las actividades que tienen allí...	Teacher's instruction Giving direction Use of mother tongue

As it can be noticed, the teacher gives the instructions that will be followed by the students to develop the proposed activity properly.

In relation to the methodological aspects that hinder the development of the student's communicative competences and speaking skills, in this school it was not possible to find a sequence of the process, so there was no evidence of the extension of the topics because the teacher started every class with a different topic, which did not let the opportunity to the students to reinforce it or to clarify possible doubts they could have.

Furthermore, the teaching process showed evidence of the development of a traditional way of teaching, where grammar and translation were the main focus of the teaching and learning process. It can be supported with the excerpt of the transcript of the class observation number 4 (turns 23-27); in which as in most of the classes it is noticed that all of the activities performed during the time of the class observations were oriented to develop grammatical aspects of the language and the questions done to the students were directly oriented to enhance this aspect. As it can be noticed on the excerpt of the transcription of the class observation number 4 (turns 23-27).



T: (turn 23)	Muy bien. La tercera oración ¿es igual a las dos primeras? ¿Qué tiene de especial?
S: (turn 24)	Es negativa profe.
T: (turn 25)	Aja, ¿porqué?
S: (turn 26)	Por el not.
T: (turn 27)	Ok, ve al tablero.
	(Students laugh. The student does the exercise on the board) It is not raining (not/ rain) today.

Based on the analysis of the results of the data collected from the instruments applied in this school, I can affirm that the neglecting of some methodological aspects such as the language used in the classroom, the English skills performed in the class, the error correction, the development of communicative competences and speaking skills, the way the teacher introduce the language and the materials used, all of them indispensable aspects to perform the teaching activity, might be hindering the student's communicative competences and speaking skills development.

Related to the language used in the English class, Spanish was the prevailing language used. Furthermore, few opportunities were given to the teacher and students to communicate using English as a second language. Example from the excerpt of translation number 3, class observation number 4.

PARTICIPANTS	INTERACTION	CATEGORIES
T: (turn 1)	Vamos a realizar unos ejercicios para trabajar el verbo modal Could Vamos a copiar una pequeña lectura de la cual se van a desarrollar algunas actividades, todas enfocadas a trabajar el verbo modal Could. Empecemos a trabajar con la escritura del párrafo para que puedan desarrollar las actividades que tienen allí...	Teacher's instruction Giving direction

The teacher provides all the information in L1, which does not encourage students to use English as a second language.

Related to the English skills, there was little evidence of the development of speaking skills as well as the development of communicative competences; furthermore, a very poor interaction in English between teacher and students was observed.

As it can be noticed in the excerpt of the transcription number 5, class observation number 5, turns (11-16).

T: turn (11)	Recuerden las estructuras de las formas afirmativas, negativas e interrogativas. Deben aplicar para cada tipo de oración AFIRMATIVA, NEGATIVA E INTERROGATIVA, las estructuras que le corresponden. Ahora, William, (la docente menciona a un estudiante) si yo tuviese una oración negativa, ¿cómo hago?	Previous knowledge Giving direction  Questioning
	(The teacher refers to the sentence: Jim is eating ice-cream)	
T: (turn 12)	Si fuese negativa, ¿cómo sería?	Questioning
S: (turn 13)	He is not...	Pupils talk-response
T: (turn 14)	Correcto, y lo demás queda igual. ¿Y si fuese interrogativa? Va primero ¿qué?	Encourage ment Questioning
S: (turn 15)	Is	Pupils talk-response
T: (turn 16)	Is he eating ice-cream? Entonces, vamos a hacer las oraciones, y nos vamos a dar cuenta si es afirmativa, negativa o interrogativa.	Questioning

Furthermore, there was a huge influence of the Grammar Translation Method in the teaching and learning process.

In relation to the error correction and the teacher's feedback there was not an extensive evidence of this aspect. The excerpt of the class observation number 2, turns (20-22) shows an explicit correction with metalinguistic explanation done by the teacher when correcting a student mistake.

T: (turn 20)	El auxiliar. ¿cuál auxiliar?	Questioning Grammar
S: (turn 21)	¿Did?	Pupil talk-response Inaccurate answers
T: (turn 22)	No, ese es para el pasado.	Explicit correction with metalinguistic Explanation

In the excerpt from the transcription number 2, class observation 2, turns (28-29), Teacher encourages student's participation.

S:(turn 28)	Debe ser Do porque está they.	Pupil talk-response Metalinguistic comment
T: (turn 29)	Correcto.	Encouragement

In the excerpt from transcription number 4, class observation number 4, turns (24-27), the teacher uses metalinguistic clues to show attention to the students' answers.

	Muy bien. La tercera oración ¿es igual a las dos primeras? ¿Qué tiene de especial?	Encouragement Questioning
S: (turn 24)	Es negativa profe.	Pupil talk-response
T: (turn 25)	Aja, ¿porqué?	Metalinguistic cue Questioning Asking for clarification
S: (turn 26)	Por el not.	Pupil talk-response
T: (turn 27)	Ok, ve al tablero.	Encouragement ordering

Moreover, in the development of the communicative competences, only grammatical aspects of the language were studied.

In relation to the interaction as a way to promote participation and collaborative learning, in the class observations, the interactions between teacher and students and student-student was reduced to give short affirmative or negative answers interacting with grammar activities performed on the board, as it can be seen in the excerpt of class observation number 1 (turns 9-11).

T: (turn 9)	Exactamente, es algo que uno puede hacer, ¿cierto? Entonces, ¿me sirve el Could para hablar de habilidades pasadas? Entonces, ¿qué van a escribir en la respuesta?		
SS: (turn 10)	YES...		
T: (turn 11)	<p>YES. Eso es una pregunta teórica. El tercero es un ejercicio personal. El tercer punto son preguntas personales. Hay una serie de actividades que debes responder de acuerdo con la edad. When I was a child, I could...</p> <p>Lo van a colocar en este cuadrado según la edad</p> <table border="1"> <tr> <td>When I was five I could</td><td>When I was five I couldn't</td></tr> </table> <p>Play football- read- swim- run- speak English- run quickly. Cuando yo tenía 5 años, yo podía... De las actividades que están debajo del cuadro, las seleccionan según la edad. Lo que podía hacer y lo que no podía hacer cuando tenía 5 años.</p>	When I was five I could	When I was five I couldn't
When I was five I could	When I was five I couldn't		

Besides, few materials were used as input to help the students to expand their knowledge about the topics studied. During the observations, only 2 pieces of papers were done by the students; one was a written activity that the teacher wrote on the board, and the other one was a piece of paper with some rules of the ing form that are presented in the appendix section of this research.

The teacher used mainly the deductive method to introduce some specific aspects of the language, as it can be seen in the excerpt from the class observation number 1, turn (3).

T: (turn 3)	Lo usamos para....los sustantivos ¿qué Andrea? EL MANY lo usamos para los sustantivos ¿qué? Contables	Questioning Accurate explanations Inductive method Use of mother tongue
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The overuse of this method limited the students' capacity to explore and discover by themselves the meaning of the unknown vocabulary or the specific language function.

In this section I have presented the results of the class observations of the school number 1, based on the findings from the instruments applied to collect data. As I have previously exposed; the findings from the class

observations showed that there are some methodological aspects such as the accurate explanations of the teacher, the teacher instruction and the teacher's attitude that favor the students' communicative competences and speaking skill development.

Meanwhile, there are other aspects of the teacher's methodology such as the overuse of the mother tongue, the reduced practice of the English skills, the few opportunities to correct the students' mistakes, the little or any opportunity to promote the communicative competences and speaking skills development; the excessive use of the deductive method to introduce the language and the lack of adequate instrumental materials might be hindering the students' communicative competences and speaking skill improvement.

Furthermore, during all the class observations it was evident that the students showed motivation in participating in the activities performed during the classes. However, their participation and interaction were reduced only to write sentences on the board and on their notebooks due to the reduced opportunities they had to interact with their peers.

#### **4.2. Results of class observations school number 2**

Considering the above mentioned results, after having performed the class observations in the school number 2, I realized that there are some methodological aspects used by the teacher in the classroom that can foster the students' development of communicative competences and speaking skills. In this sense, I focused on the teacher's methodology, the language used in the classroom, the English skills performed in the class, the error correction, the development of communicative competences and speaking skills, the accurate explanations of the teacher, the teacher instruction, the teacher's attitude, the method used to introduce the language and the materials used to strengthen the students' English interaction.

Related to the teacher's methodology, in the observations of the school number 2, there was a sequency of the process, that let the students the opportunity to expand their knowledge about the topic they were studying and to exchange information with their partners and teacher, giving to the students the opportunity to reinforce their knowledge about the topic studied; clarifying possible doubts they could have and developing their oral skills and communicative competences. It was observable in all the classes.

Excerpt from transcription number 13, class observation number 1, (turns 15-17).

S: (turn 15)	Pili ¿es nombre de hombre?	Questioning
T: (turn 16)	<p>Pili is a girl name, A girl name And José is...</p> <p>I'm going to repeat once again. While I read, you have to complete the chart. Mientras yo estoy pronunciando, vayan llenando el chart, si yo les estoy llenando los espacios con la información que les estoy leyendo. ¿Qué cuadro es?</p>	<p>Explicit correction Clarification Questioning Repetition Teacher's instruction</p> <p>Use of mother tongue questioning</p>
S: (turn 17)	Three	Pupil talk-response

Additionally there was evidence of the development of communicative competences, and the teacher uses different strategies to promote students' participation and comprehension of the topic studied, as it can be noticed on an excerpt of the transcription 16 of class class observation number 4. In this example, the teacher uses questions to explore the students' knowledge about vocabulary. This kind of teacher's methodology could fit with what the Learner-Centered Approach upholds that the development of language is guided through interaction and teachers are facilitators of the communicative process. This can be noticed on the excerpt of the transcription number 16, class observation number 4, turns (1-11).

Participants	Interaction	Categories
	(at the beginning of the class, the students bring some dictionaries from the library. The teacher wrote on the board the word SEASON)	
T: (turn 1)	<p>Look at this word, look at this word, (pointing the word SEASON wrote on the board). Close your dictionaries, please.</p> <p>What's the meaning of this word in Spanish? What do you think? What do you think about the meaning of this word? There are four seasons in the year. Four seasons. Four seasons.</p>	<p>Use of English</p> <p>Questioning Inductive Method</p> <p>Repeating</p>
S: (turn 2)	¿Cuatro secciones?	Pupils talk-response

T: (turn 3)	Four seasons: winter, spring, summer, autumn, (Meanwhile, the teacher the seasons, he mimes each one of them)	Use of English Body language
S: (turn 4)	Ah eso es las cuatro estaciones	Pupils talk-response Functional use of language
T: (turn 5)	OK. Very good. Very good. Very good (And the teacher claps the student's hand). Ok, so, season in Spanish, what's the meaning?	Positive feedback Use of English
S: (turn 6)	Estaciones	Pupils talk-response Accurate answer
T: (turn 7)	There are four seasons in the year. Winter, when is winter? (the teacher mimes as if he is cold)	Explanation Use of English Questioning Body language
S: (turn 8)	Invierno.	Pupils talk-response
T: (turn 9)	Ok. Very, very good!	Positive feedback Encouragement High stress intonation
T: (turn 10)	Spring... (ooohhh, the teacher mimes)	Body language

As it can be noticed, the teacher uses some strategies as questioning to enhance students to communicate and to understand the meaning of the words.

Another aspect that facilitates this process is the use of the inductive method, as it can be observed on the transcription number 16, observation number 4, turns (77-89).

S : (turn 77)	Siempre hay...	Translation New comprehension
T: (turn 78)	Razón	Initiation
S: (turn 78)	Para Subir...	Translation
T: (turn 79)	No, No. No, enjoy no es subir,	Corrective feedback
	The students are talking about this line of the song: (To enjoy every season)	
T: (turn 80)	I enjoy Coca- cola,	Representation
S: (turn 81)	Tomar	Interaction
T : (turn 82)	I enjoy to dance, I enjoy to eat, enjoy, enjoy. It's something that you like	Representation

S: (turn 83)	Me encanta..	Pupils talk-response
T: (turn 84)	More or less	Use of English Representation
S: (turn 85)	Me asombra, je, je,je.	Interaction
T: (turn 86)	Nooooo... enjoy	Corrective feedback Use of English
S: (turn 87)	Me gusta, es me gusta	Interaction Comprehension
S : (turn 88)	Disfrutar	Interaction
T: (turn 89)	OK. VERY GOOD! Entonces, ¿como tenemos esos dos versos, el quinto y el sexto? ¿Diana, cómo quedaron? Hay siempre razón	Positive feedback Translation Evaluation

The teacher uses the inductive method to enhance the students' interaction expanding their knowledge by the strengthening of the meaning of the words.

Related to the language used in the English class, in spite of English as L2 was not used all the time, it was evident its use for communicating and getting interaction among teacher-students and vice versa; and among peers.

In the following excerpt taken from transcript 18, class observation 6, turns (129-136), English is used as modeling to promote student's interaction.

T :(turn 119)	[there's always a rison]	Initiation Use of English Pronunciation
SS: (turn 120)	[always a rison]	Interaction Use of English Pronunciation
T : (turn 121)	[tu enjoy every sison]	Initiation Interaction Use of English Reading interaction Pronunciation
S : (turn 122)	[tu enjoy every sison]	Repetition Use of English Interaction Reading



		interaction
T : (turn 123)	[hip, hip hiuray]	Initiation Use of English Pronunciation
SS : (turn 124)	[hip, hip hiuray]	Repetition Use of English Pronunciation Reading
T : (turn 125)	[enyoy the pareid]	Initiation Use of English Pronunciation
SS : (turn 126)	[enyoy the pareid]	Repetition Use of English Pronunciation Reading interaction
T : (turn 127)	[hiar comes de winter]	Initiation Use of English Pronunciation Reading interaction
SS : (turn 128)	[hiar comes de guinter]	Repetition Use of English Pronunciation Reading interaction
T : (turn 129)	[Its cold at nait]	Initiation Use of English Pronunciation Reading
SS : (turn 130)	[Its cold at nait]	Repetition Use of English Pronunciation
T : (turn 131)	[de er is cul]	Initiation Use of English Pronunciation
SS: (turn 132)	[de er is cul]	Repetition Use of English Pronunciation
T : (turn 133)	[and de snow is wait]	Initiation Use of English Pronunciation Reading
SS : (turn 134)	[and de snow is wait]	Repetition Use of English Pronunciation

In this activity, the teacher initiates the pronunciation of the text, followed by the student to practice pronunciation through repetition of the vocabulary of the text previously selected to perform different playful activities.

Regarding the English skills developed in the classroom, there was a huge evidence of the development of the English skills such as: listening, writing, reading and speaking; and also, the development of some features of the language such as vocabulary, pronunciation, intonation, among others; that can be supported with the excerpts of the following class observations. Transcription 15, class observation number 3, turns (1-13).

	(The teacher checks the translation)	
S: (turn 1)	[The trees ar crowd]]	Reading Pronunciation Instructional materials
	(The streets are crowded)	
T : (turn 2)	[crowdid]	Pronunciation Initiation
	(Crowded)	
S: (turn 3)	[Lets a gud time]]	Reading Pronunciation
	(Let's have a good time)	
T: (turn 4)	[ders]	Pronunciation
S: (turn 5)	[ders always aaa rison]	Reading Pronunciation
	(There's always a reason)	
T: (turn 6)	[Rison]	Pronunciation
S: (turn 7)	[To enyou every si-son] [Enyou the pareid] [Here comes the Winter)]	Reading Pronunciation
	(To enjoy every season Enjoy the parade Here comes the <u>winter</u> )	
T: (turn 8)	Sigue..	encouragement
S: (turn 9)	[Its cold at night] (the eir is cool)	Reading Pronunciation
	It's cold at night The air is cool	
T: (turn 10)	[cul, cul, cul]	Pronunciation Repeating
	(Cool)	
S : (turn 11)	[and de tree..]	Repeating

		Pronunciation
T : (turn 12)	[Snow, snow ]	Repeating Pronunciation
S : (turn 13)	(de snow is guait]	Pronunciation Reading
	(The snow is White)	

In this excerpt it was evidenced the promoting of the adequate pronunciation, as well as the interaction among teachers and students; and among peers. As it can be noticed, the teacher performed a reading control to enhance reading skill, modelling the pronunciation, followed by the students' accurate pronunciation after correcting their inadequate pronunciation..

In the following excerpt, taken from the transcription number 18, turn (48-51), of the class observation number 6, the teacher practiced the listening skill, enhancing pronunciation and students' interaction.

T : (turn 48)	¡MUY BIEN! ¡MUY BIEN! Lo dejamos hasta ahí..	Encouragement High stress intonation Closing
	(teacher and students clap)	
	Now you are going to, to, to know the pronunciation of the song, I am going to, to read the song first, you please, listen and follow the reading, do not repeat please at this moment. Only listen, pay attention, I am going to read the song. Yes, pay attention!. Follow the reading, sigue la lectura.	Instruction Use of English
	(the teacher reads the song: It's Carnival time! [It's carnival time!] [It's carnival time, it's festival taim, the streets ar crowdid, let's have e gud taim, der's always ei rison to enyoy every sison, hip, hip, hiurray!, enyoy de pareid, hier comes the guinter, it's cold at naight, the eir is cool and de snow is wait. Guen is de spring, de tris turn grin, der is lot of rain. It's estonishing. Next comes de somer wit dray and sony days, it's e hot sison, with skul holidays, den is the ótom, it's guindi and col, livs fól dáun, ol over the tawn]. Very easy!. Fácil ¿verdad?	Input Use of English Instructional material Speaking

		Translation
S (turn 49)	Sí professor	Confirmation
T (turn 50)	Very easy! Isn't it: No es verdad?	Use of English Questioning Use of mother tongue
S: (turn 51)	No	Interaction

Through all the observed classes there was exceedingly evidence of positive feedback and recasts as it can be seen in the following excerpt of the transcription number 1, turns (63-69), the teacher uses contextualization as a recast strategy to help the student to understand the topic, strengthening interaction and comprehension.

T: (turn 63)	Ella es la hermana de Felipe, ella está hablando, ella está chismoseándonos a nosotros sobre su hermano Felipe y que tiene una familia.	Accurate explanations Use of mother tongue Representation
S: (turn 64)	Es como si tu hermana tuviera una familia y tú estuvieses hablando de ella	Collaborative support Representation
	(Unintelligible words. Some students are trying to help their partner to understand the activity)	
T: (turn 65)	¿Cómo se llama tu hermana?	Representation Use of mother tongue
S: (turn 66)	¿Cuál?	Questioning
T: (turn 67)	Cualquiera.	Representation
S: (turn 68)	Yuli	Pupils talk-response
T: (turn 69)	Entones tú dices: yo soy Diana, esta es una foto de la familia de mi hermana Yuli.	Representation
	(some students try to help their partner to understand the activity).	

Nunan (1991) asserts that learning to speak a foreign language could be successful when the learners are involved actively in attempting to communicate.

In the excerpt from the transcription number 13, class observation number 2, the teacher uses rapport as a way of feedback,

T:(turn 35)	This is a picture of my brother Felipe's family ¿Ella está hablando de quién?	Clarification Questioning
S: (turn 36)	De la familia	Pupils talk-response
T:(turn 37)	¿De la familia de quién?	Comprehension
S: (turn 38)	De Felipe	Pupils talk-response
T:(turn 39)	Obvio papitos... Claro... Hasta ahí, estamos bien, verdad? Michelle es la hermana de Felipe, y ella está hablando de la familia de quién?	Teacher's rapport Teacher's attitude Adaptation to students Knowledge evaluation Questioning

In the excerpt from the transcription 15, class observation N° 4 turns (21-34) there is evidence of the inductive method used by the teacher to encourage student's participation and promoting meaningful learning.

T:(turn 21)	Very good, very good Eh.. in your notebook, you are going to write a short song. (ah, ah, ah, ahhh, a song)	Positive feedback Instruction Use of fillers
S: (turn 22)	Cantar	Pupils talk-response
T: (turn 23)	No, no, no, a song	Corrective feedback

S:(turn 33)	Ahh una canción de las cuatro estaciones	Pupils talk-response Use of mother tongue Translation
T:(turn 34)	Vieron, que no hablaba en español y si entienden	Encouragement New comprehension

In the excerpt of the transcription 16, class observation number 4, turns (22-29). The teacher pronounced the verses of a song in English, and the students answered with their meaning in Spanish, and the teacher encouraged the students' participations.

T: (turn 22)	And the snow is white	Use of English
SS:(turn 23)	La nieve blanca	Translation Interaction
T : (turn 24)	Muy bien. Vamos otro verso: When it's the spring?	Encouragement Translation Use of English
S : (turn 25)	Cuando es la primavera	Translation Interaction
T : (turn 26)	Muy bien. The trees turns green	Encouragement Use of English
SS (turn 27)	Los árboles se vuelven verdes	Translation Interaction
T: (turn 28)	¡Muy bien! There's a lot of rain	Encouragement Use of English
SS:(turn 29)	Hay mucha lluvia	Interaction Translation

The instructional material used during all the observed English classes in this school were the English Please, Student's Book Fast Track 9th grade, provided by the Colombian Ministry of Education, as well as English/Spanish dictionaries, the Fast Track Audio N°. 73, book Way to Go 7th grade, Teacher's book and a television.

In this sense, Richards and Rodgers (1986) stay that instructional materials will focus on the development of communicative competences through different activities, considering the different students' learning styles, providing them the opportunity to learn on their own way, evaluating their own English learning (pp. 25-26).

In relation to the methodological aspects that hinder the students' communicative competences and speaking skill development, few or any aspects were found during the class observations of the school number 2. I just only want to give some suggestions that will be presented in the recommendations sections of this research.

Considering the results of the class observations in this school, as it can be seen, some methodological aspects applied by the teacher strengthen the students' communicative competences and speaking skills

development through the use of some strategies such as the use of English to communicate in the classroom, the practice of the English skills (reading, writing, listening and speaking), the teacher instruction, the teacher's attitude, the use of the inductive method to introduce the language and the use of appropriate instructional materials.

During all the class observations, all the students showed to be motivated in participating in all the activities performed in the class. The improvement of their oral and listening skills was evident during the activities development. They were able to sing, perform listening, reading and written activities in a friendly atmosphere of camaraderie and peers interaction.

#### **4.3. Results from teacher's interview**

In this research two experienced teachers were interviewed, to analyze the way their methodological strategies might help or hinder the development of communicative competences and speaking skills in 9th grader students in the public institutions where they work. First, I will present the main findings and results from the teacher's interview of the school number 1, followed by the results from the teacher's interview of the school number 2.

##### **4.3.1. Results from teacher's interview school number 1.**

To get the validation of this research, in this section, I only will present the main findings related to the main purpose of this inquiry. To reach the main objective of this research, I will present some questions taken from the questionnaire presented to the teacher in the teacher's interview, to validate the findings from the class observations and the student's interview done to the students.

Excerpts taken from the transcript of the teacher's interview number 6, interview number 1.

(turn 9)	JB	¿Qué enfoque utiliza en el desarrollo de sus clases?	Teacher's methodology
(turn 10)	IT	Bueno... yo aplico mucho el enfoque comunicativo y el colaborativo, porque los estudiantes deben fortalecer las habilidades comunicativas y el trabajo en grupo.	Communicative approach Collaborative

			work
(turn 11)	JB	¿qué actividades realiza para desarrollar el enfoque comunicativo en sus clases?	Teacher's methodology
(turn 12)	IT	No, la verdad es que el inglés debe ser y estoy totalmente de acuerdo que debe ser LÚDICO. Depende... en esta institución de muchos factores, pero uno como docente busca la forma de hacer las cosas de manera lúdica. Emm... podemos hacer el reading en el aula de clases ehh.. a través de diálogos, el listening es importante: de hecho yo les doy a ellos por cada tema una canción. Ehh.. si estamos trabajando el presente simple, o el perfecto, el pasado u otro tema, yo les traigo la letra de una canción en la que se domina ese tema particular.	Playful activities  Lack of resources  Reading  Use of fillers
(turn 13)	JB	¿Cuál es su metodología para ayudar a los estudiantes a desarrollar la habilidad de speaking?	Teacher methodology  Speaking
(turn 14)	IT	Ehh... mira.....mm las clases siempre por lo general cada clase que vemos yo busco un tema... un diálogo que sea de pronto oportuno o llamativo para ellos para poder realizar la actividad del speaking.	Use of fillers  Playful activities  speaking
(turn 15)	JB	¿Cómo evidencia usted que los estudiantes van desarrollando la habilidad oral?	Speaking
(turn 16)	IT	Bueno... ellos al principio son un poco temerosos, porque les da pena hablar frente a los compañeros, pero después poco a poco se van soltando y participan de las actividades orales, saludan a los compañeros, o me saludan a mi en inglés, y yo digo ve... van poniendo en práctica lo que aprenden en las clases. (je, je, je)	Anxiety  Fear expressing  Speaking
(turn 17)	JB	¿Cuál de las siguientes habilidades: listening, writing, speaking or reading, se desarrollan más en la clase de inglés?	English skills
(turn 18)	IT	Para mí el listening y el speaking son realmente esenciales y es ahorita en lo que se está trabajando. Mmm.. En esto existen algunos inconvenientes, debido quizás, a que no existen los recursos apropiados para	English skills  Use of fillers



		desarrollarlas de la mejor manera.	Lack of resources
(turn 19)	JB	¿Por qué considera que estas habilidades son importantes para los estudiantes?	Questioning Speaking
(turn 20)	IT	Porque de esta manera ellos logran comunicarse adecuadamen en inglés, ellos escuchan, repiten, y así van construyendo frases, diálogos, etc.	Speaking Repetition
(turn 21)	JB	¿Y cómo trata usted de superar las dificultades que se presentan en el colegio para desarrollar el listening?	Lack of resources  Listening
(turn 22)	IT	Ah...yo tengo mis parlanticos y trato de ponerlos a escuchar canciones, audios y así...	Input
(turn 23)	JB	¿Cómo ayuda a los estudiantes a desarrollar las competencias comunicativas?	Communicativ e competence development
(turn 24)	IT	A través del Reading, aquí, como te mencioné, tengo unos parlanticos, y hacemos lo que se pueda con ellos. Quisiéramos a veces ver videos, pero aquí hay una (1) sala de informática y una biblioteca, pero por lo general la sala está ocupada con el profe de informática y la biblioteca también permanece ocupada, así que es muy poco el acceso que tenemos a ellas.	Reading  Listening  Input  Lack of resources
(turn 25)	JB	¿Si un estudiante comete un error al pronunciar una palabra o al escribir, usted cómo lo corrige	Corrective feedback  Recasts
(turn 26)	IT	Bueno, si estamos haciendo una actividad oral, generalmente si un estudiante	

		pronuncia una palabra de forma inadecuada, yo le hago la corrección para que la pronuncie adecuadamente, repitiéndola, y si es escrito, pues también le hago ver el error, y si es posible que escriba la palabra en una oración. Llevamos la palabra a un contexto, y en el grupo, no me gusta la manera individual, pues ahorita mismo lo que está marcando la pauta en la educación es el trabajo colaborativo, el trabajo en grupo, entonces, yo trabajo así de esa manera.	Recasts  Repetition  Collaborative work
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Unfortunately, most of the information provided by the teacher during the time of the class observations could not be observed. It does not mean that they might have not been performed at another time during the period or during the academic year, but I can not provide evidence of the development of communicative competences in the classroom, as well as the strengthening of the oral skills. There were few opportunities for corrective feedback, and one grammar activity was performed in groups. The few development of listening skill was provided only by the teacher when performing the grammar activities on the board that were the main focus in this class observation.

There was not evidence of the use of the books provided by the Ministry of Education, nor the dictionaries that the teacher mentioned in her interview.

The pictioinary was the activity that some of the interviewed students preferred the most. It consisted in some pictures related with a specific vocabulary that the students had to perform. Some students did not like it because they thought it was a time consuming activity and it did not help them to communicate. It can be shown in the following excerpts from the transcription number 9, students' interview number 3, turns (7-18).

R: (turn 7)	¿Qué actividades te gusta desarrollar en la clase de inglés?	Appealing activities
IS: (turn 8)	Pues en realidad todas. ¿puedo decir las que no me gustan?	Questioning
R: (turn 9)	Sí claro.	Accepts ideas
IS: (turn 10)	No me gustan los pictionaries.	Pupils talk-response
R: (turn 11)	¿por qué?	Questioning
IS: (turn 12)	Porque son mucho trabajo y nos complican las tardes y todo eso..	Student's feelings

R: (turn 13)	¿En qué consisten esas actividades?	Questioning
IS: (turn 14)	En hacer dibujos de varios temas y escribir varias veces las palabras.	Appealing activities Grammar
R: (turn 15)	¿Y esto te ayuda a fortalecer tu habilidad oral?	Oral skills development
IS: (turn 16)	Un poco, podemos hacer otras actividades que sean más efectivas para desarrollar la habilidad oral.	Appealing activities
R: (turn 17)	¿Cómo cuáles por ejemplo?	Questioning
IS: (turn 18)	De pronto diálogos, escuchar canciones, hablar con los compañeros, cosas así...	Appealing activities

Excerpt from transcription number 7, student's interview number 1, turns (17-18).

R:(Turn 17)	¿y ese vocabulario lo ponen en algún contexto, hablan sobre eso ¿o solamente queda allí?	Vocabulary use
IS: (Turn 18)	no, ya, queda ahí solamente el vocabulario.	Vocabulary use

#### 4.3.2 Results from teacher's interview school number 2.

Excerpts taken from the transcript number 21 of the teacher's interview school number 2.

R : (turn 5)	¿Qué enfoque utiliza en el desarrollo de sus clases?	Teacher's methodology
T : (turn 6)	Primordialmente el enfoque comunicativo	Teacher's methodology Communicative approach

R : (turn 19)	¿Cuál de las siguientes habilidades, listening, writing, speaking or reading se desarrollan más en las clases de inglés?	English skills
T : (turn 20)	Listening, listening es la que más	Listening skill

	desarrollamos en las clases.	
R : (turn 21)	¿Por qué se enfoca más en esa habilidad?	Questioning
T : (turn 22)	Porque el oido es un mecanismo importante para que ellos vayan grabando el idioma extranjero, mientras ellos escuchan pueden ir repitiendo y ahí se va explicando la parte grammatical, ellos escuchan, repiten, preguntan, que pasa y tratamos, tratamos de que la clase sea toda en inglés, entonces ellos ahí desarrollan mucho más la habilidad del listening	Listening skill Repetition Use of English
R : (turn 23)	¿El listening les ha ayudado para desarrollar el speaking?	Listening skill Speaking skill
T : (turn 24)	SÍ, mucho, mucho, mucho, bastante, en forma ostensible nos ha colaborado la habilidad del listeing en el desarrollo de la clase de inglés y sobre todo que ellos están más inmersos en la clase de inglés	Listening skilll

Through all the class observartions, there was enough evidence of the development of the Communicative Approach, as it can be upheld in the excerpts of the transcription 22 of the student's interview number 7, turn (14).

S1 :(turn 14)	O sea, él repite y pone a todos a repetir después de él, muestra imágenes para saber dónde están las cosas, las palabras, cómo decirlas, diccionarios, así.	Repetition  Input  Interactional materials
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As it can be noticed, the teacher uses repetition as a way to enhance oral communication among the students. (This can be noticed on Appendix F, transcriptions of class observations, school number2; where repetition is used through all the observed classes). This methodology fixes with the principles of the CLL, which upholds that some activities such as listening, free conversations, translation, group work, recording and transcriptions, among others, are developed to strengthen the communicative skills and the learner's role as a member of a community.

Furthermore, in the excerpt from the transcription number 24, student's interview number 4, turns (7-8), related to the activities performed in the English class, the participant stated:

R : (turn 7)	¿Qué dinámicas hacen?	Questioning
IS : (turn 8)	Pues nos pone a cantar, a ver imágenes en inglés, y tenemos que armar frases con las imágenes.	Student's interaction  Input  Use of grammar

The development of this skill was evident in all the observations, as well as other English skills such as writing, reading and speaking. It can be noticed on the excerpt of the transcription 20, class observation number 9, turn (93).

T: (turn 93)	(The teacher is reading a text, which the students have to complete the chart on page 30. Book: English Please Green day School A: Good morning, May I help you? B: Yes, please, my name is Kiara Gómez and I want to register for the English course. Yes, of course. A: Can I take some personal details please?	Input Use of English
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	<p>B: Yes, that's fine.</p> <p>A: your first name is Kiara, is that</p> <p>Q- U-I-A-R- A?</p> <p>B: No, It's K- I- A- R- A</p> <p>A: And what's your surname?</p> <p>B: It's Gómez</p> <p>A: Is that G-O- M- E- Z</p> <p>B: Yes, that's correct</p> <p>A: Kiara, how old are you?</p> <p>B: I'm fifteen</p> <p>A: Are you Colombian?</p> <p>B: No, I'm not. I'm from Spain</p> <p>A: Ok. Please, tell me about your parents.</p> <p>B: My mother's name is Elena, she's 42 years old, and she works in a restaurant.</p> <p>A: Is she a chef?</p> <p>B: No, she isn't. She is a waitress.</p> <p>A: Ok. What about your father?</p> <p>My father's name is Pablo, he is 45 years old and he works in a school.</p> <p>A: Is he a teacher?</p> <p>B: Yes, he is a Math teacher.</p> <p>A: Can you give me your home and mobile number please.</p> <p>B: Yes, my home phone number is 4552189 and my mobile is 3447120075.</p> <p>A: Could you repeat that please?</p> <p>B: Yes, of course. My home phone number is 4552189 and my mobile is 3447120075.</p> <p>A: Thank you Kiara, We will contact you soon.</p> <p>B: thank you, bye.</p>	
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What really caught my attention and really surprised me was that students could perform the listening comprehension activity at once, and the teacher did not repeat any word, as it happened at the beginning of the observations where the teacher repeated more than once. The development of this activity can be observed in the following excerpt of the same lesson.

T:(turn 94)	Vamos a ver si captaron First name	Questioning Use of English
SS : (turn 95)	Kiara	Interaction Listening comprehension
T: (turn 96)	Surname	Use of English
S :(turn 97)	Gómez	Pupil talk-response

		Listening comprehension
T : (turn 98)	Age. (éich) (donde dice age) la edad	Pronunciation Translation
S : (turn 99)	Quince	Interaction Listening comprehension
T : (turn 100)	OK. fifteen	Confirmation
S : (turn 101)	3447120075	Interaction Listening comprehension
T : (turn 102)	¿qué número dijiste?	Questioning
S : (turn 103)	Tres cuarenta y cuatro siete doce cero cero setenta y cinco	Listening comprehension Pupil talk-response Translation
T : (turn 104)	Ok. Very good. Place of Birth?	Encouragement Questioning
S : (turn 105)	España	Interaction
T : (turn 106)	In English	Encouragement
S : (turn 107)	Spain	Use of English Interaction

As it can be noticed, the teacher guided the listening comprehension through direct questions related to the text he had read before. He uses corrective feedback, as well as L1, to enhance students' comprehension and interaction.

#### 4.4. Results From Student's Interviews

In this section I will refer about the main findings obtained from the students' interview in the school number 1 and number 2, related to the general objective of my research. First I will refer about the findings from the school number 1, followed by the results of the students' interview of the school number 2.

##### 4.4.1. Results of student's interview school number 1.

Considering the findings obtained from this instrument, little or any evidence could be supported about the benefits of the teacher's methodology in the students' communicative competences and speaking skill development. However, a significant amount of findings evidenced that some methodological aspects used in the class might hamper the students' oral skills enhancement.

It could be supported with the excerpt of the transcription number 10 of the student's interview number 4 (turns 3-6).

R: (turn 3)	¿Le gusta la forma como se desarrollan las clases de inglés?	Questioning
IS: (turn 4)	No mucho	Short closed answer
R: (turn 5)	¿Por qué?	Questioning
IS: (turn 6)	Siento que no aprendo muy bien, solo copiamos bastante y no hacemos muchas actividades para comprender mejor el tema. El tema se termina en una sola clase y ya no lo estudiamos más.	Student's feelings Writing

Excerpt of the transcription number 9, student's interview number 3, turns (25-26),

R: (turn 25)	Hay algún aspecto de la metodología empleada por la docente que desearías que se mejorara?	Teacher's methodology
IS: (turn 26)	De ponto como hacer más actividades en las que uno participe y se relacione con los compañeros.	Appealing activities Student's interaction

In this aspect, Hymes (1972, 1967) sees the human communication as an interaction with others, exchanging messages and negotiating meanings in different contexts (quoted in Brown 2007, p. 219).

In this school, most of the students showed to be interested in the English class; however, some of them feel a little discouraged because they feel that some activities performed in the English class do not help them to develop some competences, especially oral skills. This can be noticed on the excerpt of the transcription number 12, students' interview number 6, turns (7-9). The student was interviewed about the development of oral skills in the English class.

R: (turn 7)	¿Qué competencias sientes que deben desarrollar?	English skills development
IS:(turn 8)	Ummm... por ejemplo la oralidad	Oral skills development
R: (turn 9)	¿No desarrollan mucho la parte oral en la clase de inglés?	Oral skills development
IS:(turn 9)	La verdad, NO	High stress intonation



Related to the development of the communicative competences in the English class, according to the excerpt from the transcription number 10, interview number 4, turns (13-14), this was the student's opinion:

R: (turn 13)	¿En la clase de inglés se desarrollan las competencias comunicativas?	Communicative competences development
IS: (turn 14)	¿Como comunicarnos en inglés? No mucho.	Confirming

In relation to the English skills developed in the English class, according to the students' opinions, reading and reading comprehension were the English skill most used in the classroom; as it can be observed in the excerpt from the transcription 12 of the student's interview number 6 turn (15).

IS: (turn 15)	Nos dan un texto y lo practicamos con la profesora. Trabajamos más la comprensión de textos, más teoría y Muy poca práctica oral..	Reading comprehension
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Furthermore, the students showed their interests in using English and their need in using it for communicating in the second language; as it can be upheld in the excerpt of the transcript number 10, student's interview number 5, turn (18).

IS: Turn: (18)	...Creo que también sería bueno dar todas las clases en inglés para que el oído se vaya acostumbrando, porque se supone que estamos en un ambiente en el que debemos interactuar con las demás personas en inglés.	Use of English
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In relation to the activities students prefer to develop in the English class, they agreed that they enjoy performing appealing activities aimed to enhance oral communication and peers interaction, as it can be supported on the following excerpts from the transcriptions of the student's interview:

Excerpt of the transcription number 9, student's interview number 3, turn (17).

R: (turn 17)	¿Cómo cuáles por ejemplo?	Questioning Appealing
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		activities
IS: (turn 18)	De pronto diálogos, escuchar canciones, hablar con los compañeros, cosas así...	

Excerpt of the transcription number 9, student's interview number 3, turns (5-6).

R: (turn 5)	¿Por qué?	Questioning
IS: (turn 6)	Porqueeee... falta como más interacción entre los estudiantes.	Language function use Student's interaction

Excerpt from transcription number 12, student's interview number 6, turn (17).

IS: (turn 17)	Podría ser realizar más actividades tipo diálogos, persona a persona, eh.. monólogos,	Appealing activities Oral activities
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Related to their English learning process in primary school, 99% of the interviewed students agreed not having had an adequate process of learning English in elementary school, as it can be observed on the following excerpts from the transcription of the students' interviews:

Excerpt of the transcription number 7, student's interview number 1, turn (27-28).

R: (Turn 27)	¿En sus estudios de básica primaria, tuvo formación del idioma extranjero inglés?	English Basic knowledge
IS: (Turn 28)	Ummm.. No	Use of fillers

Only one student upheld having had an adequate English learning process in her primary school. As it can be seen in the excerpt of the transcription number 9, student's interview number 3, turns (27-30).

R: (turn 27)	En sus estudios de básica primaria tuvo formación de inglés?	Basic English knowledge
IS: (turn 28)	Sí	Short closed answers
R: (turn 29)	¿Y cómo fue el proceso?	English learning

29)		process.
IS: (turn 30)	Excelente	Short closed answers

#### 4.4.2. Results of student's interview, school number 2.

All of the interviewed students showed to be interested in the English class, as well, they noticed excited with all the activities performed in their classrooms. In addition, they noticed satisfied with their English teacher's methodology.

This can be noticed on the excerpt of the transcription number 22, students' interview number 7, turn (4):

R : (turn 3)	¿te gusta la forma como se desarrollan las clases de inglés?	Questioning English class development
S1 : (turn 4)	SI porque o sea es de una manera didáctica que uno puede aprender fácil, o sea él le repite y si uno no entiende, él lo pone a repetir a uno hasta que se le quede lo que le está enseñando a uno.	Teacher's methodology Repetition

Also, on the excerpt of the transcription number 22, students' interview number 7, turn (6), the excitement of the student is evident.

S1 (turn 6)	O seaaa, (...) las actividades que trae él, todas son (,,) buenas actividades porque o sea... él un día nos trajo unas imágenes, y teníamos que armar oraciones y eso...	Silence Functional use of language Input Appealing activities Use of grammar
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Excerpt of transcription number 25, student's interview number 10, turn (6).

IS:(turn 6)	Pues, por lo que el profesor es muy sencillo y nos explica bien, y de verdad nosotros le entendemos bastante.	Teacher's knowledge
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This way of teaching and learning promotes participation and interaction among peers, fostering collaborative learning and English skills development.

Related to the development of the communicative competences and oral skills, regarding the participants' opinions, they asserted that:

Excerpt of the transcription number 23, students' interview number 8, turns (12- 15):

R:(turn 12)	¿en la clase de inglés se desarrollan las competencias comunicativas?	Questioning Communicative competences
IS:(turn 13)	Sí, bastante.	Answering
R : (turn 14)	¿cómo evidencias esto en tu proceso del aprendizaje del inglés?	Questioning English learning process
IS :(turn 15)	¿cómo lo evidencio? Ehmm (35 seconds after) hay personas que por decir, no hablaban tanto en inglés, y con él, con los métodos que él ha hecho en clase, han ido desarrollando y se han especializado en eso.	Student's knowledge Silence Oral skills development Communicative competences development

In relation to the English skills performed in the class, according to the student's interviews, it could be noticed that all the English skills (listening, reading, writing and speaking) are performed in the classroom.

It can be seen in the excerpt of the transcription number 24, student's interview number 9, turn (24).

IS : (turn 24)	Pues frases, canciones, usamos libros, diccionarios, el profesor repite, pone a repetir a todos después de él, y muestra imágenes donde están las cosas, las palabras,	Use of resources Input Repetition
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Bearing in mind the results, students prefer appealing activities that help them to enhance their English skills and promote interaction among them.

In the excerpt of the transcription number 22, students' interview number 7, turn (6), the student refers to the activities the teacher develops in the class

S1: (turn 6)	O seaaa, (...) las actividades que trae él, todas son (,,,) buenas actividades porque o sea... él un día nos trajo unas imágenes, y teníamos que armar oraciones y eso...	Silence Input Appealing activities Use of grammar
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Related to their English learning process in primary school, all the interviewed students asserted that they did not have a successful English learning process at this time. It could be observed in the following excerpts from the transcriptions of the students' interview:

Excerpt of the transcription number 22, class observation number 7, turn (18).

S1 : (turn 18)	Si, pero fue o sea, muy básico, ponían imágenes y uno tenía que ponerle el nombre o sea era muy básico, o sea al bachillerato no llegamos como con ningún conocimiento del inglés.	Lack of English knowledge skills
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Excerpt of the transcription number 23, student's interview number 8, turns (22-23).

R : (turn 22)	¿en sus estudios de básica primaria tuvo formación de inglés?	Questioning Basic English knowledge skills
S2 : (turn 23)	Si, pero no realizaron como que varios métodos como para darle importancia a uno como para aprender el inglés con más facilidad.	Lack of English knowledge skills

Related to the teacher's correction, all the students from the two schools asserted that they liked to be corrected by the teacher in oral or written way. That could be showed with the excerpt of the transcription number 25, of the student's interview, turn (28).

IS : (turn 28)	Pues que el profesor me oriente dependiendo del error, y que me corrija ya sea haciéndome repetir las palabras, o si es de gramática, que me enseñe la correcta escritura de las palabras y el orden adecuado para hacer las oraciones pues de una forma correcta.	Error correction Repetition Use of grammar
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#### 4.5. Triangulation

Jhonson and Christensen (2008) uphold that triangulation is a single method that provides the researcher the validation of the information gathered through the different instruments used for collecting data.

Likewise, the findings and the instruments applied in this inquiry meets with what Jhonson and Christensen (2008) state that triangulation “involves collecting data at different times, at different places and with different people” (p. 280). This inquiry was performed in two public institutions in Santa Marta, with two different groups of students, one group studied in the morning and the other studied in the afternoon, two different English teachers were involved in this research.

Furthermore, this research meets with the principles of reliability (constancy of the results) and validity (the main purpose of this research was accomplished with the results).

Considering the results from the instruments applied, from the teacher’s interview in the school number 1, little evidence was consistent with what the teacher upheld in her interview with what really happened in the classroom in relation to the Communicative Approach that she claimed to follow; because during the class observations few opportunities were provided to the students to use English to communicate effectively.

Moreover, in spite of the teacher affirmed in her interview that she used some books from the Colombian Bilingüe Program, and some resources to develop listening activities, during the observations performed in this school, in the English classes, these materials were not used.

In relation to the students’ performance, they were motivated to participate in the activities proposed by the teacher, but maybe the non- use of adequate materials such as input might hinder their appropriate English learning and oral skills development.

In an opposite way, the findings from the school number 2, matched with what the teacher has stated in his teacher’s interview in relation to the use of the Communicative Approach, the materials used in the class as well as the development of the listening skill as a tool to develop the students’ oral skills. During the class observations it was evident the students’ speaking skill and communicative competences development

In relation to the students, as the participants of the school number 1, the students of the school number 2 showed a high motivation to participate in all the activities performed in the classroom. However, due to the input they received in the English class they showed a high communicative competences and speaking skills strengthening compared to the students of the school number 1, where their participation was reduced to write sentences on the board and performing written activities on their notebooks. During the time of the class observations in the school number 1, any activity or instructional material was used to develop the students' communicative competences or speaking skill; meanwhile the students on the school number 2 worked with instructional materials such as songs, readings, and texts to perform listening activities which helped them to develop their communicative competences and oral skills.

## 5. Discussion

In this section, I will discuss the main findings that arose after the analysis of the data from the instruments used in this research.

- 1) Some methodological aspects foster the development of communicative competences and speaking skills.

Based on the results, I can affirm that in spite of existing many constraints that might influence the English learning process, the methodology used by the teacher in the classroom might influence positively in the development of communicative competences and speaking skills among the students.

Bello (2011) asserts “as teachers, we may often face pedagogical situations that encourage us to do research both inside and outside the classroom with the purpose of understanding, improving and/or transforming teaching and learning practices” (p. 109).

Brown highlights that learning is “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction” (2000, p. 7). He also states that learning is a complex process that involves different factors such as cognitive organization, memory, storage system, “active, conscious on and acting upon events outside or inside the organism. It is a change in behavior” (Brown 2000, p. 7).

From the findings on this research, there were relevant aspects related to the teacher’s methodology from the observations in the school number two, such as the sequence of the process, that let the students the opportunity to expand their knowledge about the topic they were studying, exchanging information with their partners and teacher, giving to the students the opportunity to reinforce their knowledge about the topic studied, clarifying possible doubts they could have, the use of the inductive method to introduce the language which empower the students’ capacity of discover by themselves the meaning of the word and the use of some language functions. It is also worthwhile to highlight the use of instructional materials that let the students the opportunity to interact with their peers, enhancing their oral skills and improving communicative competences..



Savignon (1972) defines the term “communicative competence” as the ability that language learners possess to interact with other peers, giving sense to the communicative acts, going further to simple dialogues and drills (cited in Celce.Murcia, 2001, p. 16).

Canale and Swain (1980) and Canale (1993) have established the definitions of communicative competence in the light of four components that empower people to interact with others. These components are described as grammatical competence, discourse competence, sociolinguistic competence and communicative strategies or strategic competence.

Furthermore, in the school number 2, there was evidence of the development of communicative competences, and teacher uses different strategies to promote students’ participation and comprehension of the topic studied. This kind of teacher’s methodology could fix with what the Learner-Centered Approach upholds that the development of language is guided through interaction and teachers are facilitators of the communicative process.

Larsen-Freeman (2000) suggests some activities that could be helpful to perform the communicative competences and speaking skills in the EFL classrooms. These activities are:

- Activities prepared using authentic materials.
- Scrambled sentences.
- Language games.
- Picture strip story.
- Role play (p. 133-134).

Richards (2008) also asserts that using natural dialogs, short conversations about students’ personal experiences and topics related to their contexts should be considered by teachers when preparing activities oriented to strengthen speaking skills (p. 29).

It was noticed that the teacher used some strategies as questioning to enhance students to communicate and to understand the meaning of the words.

Related to the language used in the English class, in the observations in the school number 2, in spite of English as L2, was not used all the time, it was evident its use for communicating and getting interaction among teacher-students and vice versa; and among peers.

Méndez López (2011) claims that the most speaking strategies used by the students in the context she was performing her study (Mexican schools) were: asking for repetition, use of paraphrasing and asking for message clarification. She also supported that there is a wide range of strategies students use, and they select the most suitable for them according to their language level proficiency.

- 2) Some methodological aspects hamper the development of the communicative competences and oral skills.

Unfortunately, in the way of teaching English as a second language, there are some methodological aspects that might not help students to acquire their desirable level of proficiency as users of English as a second language.

Based on the results of the instruments used to collect data, in relation to this aspect, I could realize that some aspects such as an inadequate teacher's methodology, the overuse of the L1 in the English class, the excessive use of the deductive method which does not let the opportunity to the students to make an effort to discover the meaning of the words by themselves; the use of traditional methods that focused only on the grammar aspects of the language; the few opportunities for corrective feedback, the few time dedicated to strengthen the English skills as well as the few opportunities to enhance English interaction, the non-use of adequate materials that facilitates the students the strengthening of the topics studied in the English class among other constraints might hamper the development of the student's communicative competences and speaking skills.

Moreover, in the class observations carried out in the school number 1, the teaching process showed evidence of the development of a traditional way of teaching and all of the activities done in the classroom were aimed to strengthen grammar, which is important, because it is necessary to know the correct structure of the

sentences, and the basic functions of each one of the elements of the language; however, I agree that it is also necessary to integrate grammar in a context, to promote communication.

Scarcella and Oxford (1992) sharing with Canale and Swain (1980) the principles and importance of the grammatical competence, include vocabulary and mechanics as part of the speech act. Related to speaking, “the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress” (Scarcella and Oxford, 1992, p. 141).

Related to the language used in the English class, in the school number 1, most of the classes were oriented in Spanish, and there were few opportunities to communicate using English as a second language. There was few evidence of the development of the English skills and communicative competences in the classroom as well as the corrective feedback. Only one piece of paper was used to perform a written activity. The only input for listening and speaking was provided by the teacher. No books or any other materials were observed in the classes.

Palmer (2011) agrees that the major goal of schooling is to prepare students for flexible adaptation to new problems and settings. To help our students to perform their speaking skill, teachers should help them to develop their self-esteem and communicative competences, bearing in mind that speaking is one of the most powerful way of communication.

Harmer (2007) confirms that three factors are essential in the language acquisition: “exposure to it, motivation to communicate with it and opportunities to use it” (p. 47).

### 3) Interacion promotes cooperative learning.

Related to the interaction as a way to promote participation and collaborative learning, in the school number 2, there was an extensive interaction between teacher and students that could be observed through all the observations and the development of speaking skills and communicative competences were observed in all the clases.

However, in the school number 1, the interaction between teacher and students and student-student was reduced to give short affirmative or negative answers, interacting with grammar activities performed on the board.

In the school number 2, all of the interviewed students showed to be interested in the English class, as well as they noticed excited with all the activities performed in their classrooms. Additionally, they noticed satisfied with their English teacher's methodology.

Hymes (1972, 1967 quoted in Brown 2007, p. 219) considers the human communication as an interaction with others, exchanging messages and negotiating meanings in different contexts.

Group work or pair work can be a great source of cooperative learning, where the advanced students can encourage those partners who can be dealing with some difficulties in their learning process; and teachers can also guide them, while the rest of the group is performing the activities.

In Colombia, Herazo and Sagre (2015) found that the teacher mainly used questions, elaborations, recasts and continuatives in patterned combinations to foster the effective students' participation in the classroom. Affordances were the mediation to promote engaging meaning-making students' new language development.

#### 4) Appealing activities foster participation and interaction.

Activities perform a crucial role in the English teaching and learning process; promoting participation and interaction in the classroom putting into practice the new knowledge acquired and using language to communicate. To enhance the development of speaking skills among the students, the activities prepared by the teachers should be oriented to meet that goal.

Considering the results from the student's interview related to the activities they prefer to perform in their English class, students prefer to develop activities related to listening songs of their favorite artists as a way of learning English.

Bearing in mind the results, students prefer appealing activities that help them to enhance their English skills and promote interaction among them.

As it can be noticed on the excerpt from the transcription of the interview number 27, student's interview number 10, turns (6-10); class observations school number 2.

IS : (turn 6)	Porque el profesor sabe explicar y con las dinámicas que hace él, entendemos muy bien.
R : (turn 7)	¿Qué dinámicas hacen?
IS : (turn 8)	Pues nos pone a cantar, a ver imágenes en inglés, y tenemos que armar frases con las imágenes.

Teachers should consider appealing activities to promote student's interaction, meaningful learning and cooperative work. That means that all of these activities and others should be done by the teacher in the classroom to enhance the students' English knowledge and to get meaningful learning among them.

Kumaravadivelu (2006) sees the interaction as a conversational exchange produced when people try to understand and to decode the message in a conversation, and make use of strategies such as comprehension check and clarification.

Furthermore, Fleta (2007) showed that children internalize English through conversational interactions with the teacher while carrying out activities designed to improve the four skills.

Vilímec (2006), in the study *Developing Speaking Skills at Czech elementary schools*, found that there was a combination of mother language and target language for giving instructions. In spite that this research was done in elementary schools, I found that this inquiry has some similarities with my research related to the speaking skill development and the teacher pedagogical activities to foster this skill among the students.

5) Students did not have a successful learning process in primary school.

Considering the age in the children's process of learning a foreign language, students in public schools in Colombia, might be losing a valuable time of their English learning process, because is in the secondary school where the Colombian educational system links the teaching staff to guide the English teaching as a second language. So, it is at this stage of the educational system when most of the students initiate their real interaction process of learning the target language.

In this sense, Oyama (1982) declares: “There is some developmental period, stretching roughly from 18 months to puberty, during which it is possible to master the phonology of at least one... nonnative language, and after which complete acquisition is impossible or extremely unlikely” (p. 21).

Harmer, declares “language acquisition seems to be almost guaranteed for children up to about the age of six” (2007, p. 46). He also states that at this age, children have an extraordinary facility to learn other languages.

Upholding this, the results from the student’s interview, showed that most of the participants did not have an adequate English learning process in their primary school, what might affect their successful English learning in high school.

Furthermore, as it can be observed in the following excerpts from the transcriptions of the students’ interview:

Excerpt of the transcription number 22, class observation number 7, turn (18).

S1 : (turn 18)	Si, pero fue o sea, muy básico, ponian imágenes y uno tenia que ponerle el nombre o sea era muy básico, o sea al bachillerato llegamos como con ningún conocimiento del inglés.	Lack of English knowledge skills
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Excerpt of the transcription number 23, student’s interview number 8, turns (22, 23).

R : (turn 22)	¿en sus estudios de básica primaria tuvo formación de inglés?	Questioning Basic English knowledge skills
S2 : (turn 23)	Si, pero no realizaron como que varios métodos como para darle importancia a uno como para aprender el inglés con más facilidad.	Lack of English knowledge skills

Excerpt of the transcription number 27, student’s interview number 12, turn (23), school number 2.

R : (turn 23)	Ok. ¿En sus estudios de básica primaria tuvo formación en el idioma inglés?	Basic English knowledge skills
IS : (turn 24)	Muy poco, lo básico, los colores, los números, y así	Confirming

According to the CEFR at the end of primary basic education, the students in Colombia might be in the A2.1 English level, in which, according to the *Estándares Básicos de Lenguas Extranjeras: Inglés*, (2006), “students will be able to keep a simple conversation in English with a partner in the development of an activity in the classroom. Ask and answer about physical characteristics of familiar objects. Ask and answer about hobbies” (p. 21), among other linguistic competencies.

However, considering the results of the instruments used in this research, most of the students did not have a successful English learning process in primary school, and they did not acquire the basic knowledge that let them to achieve the desirable English level required in high school.

#### 6) Materials facilitate the teaching and learning English process.

Some materials such as books, listening activities, songs, and any kind of input are materials that can be considered by teachers to promote an effective and meaningful use of the language.

In the class observations in the school number 1, few materials were used as input to help the students to expand their knowledge about the topics.

During the observations, only 2 pieces of papers were done by the students. One was a written activity that the teacher wrote on the board, and the other one was a piece of paper with some rules of the ing form that are presented in the appendix section of this research. However, in spite of the teacher affirmed in her interview that she used some books from the Colombian Bilingüe Program, and some resources to develop listening activities, during the observations performed in this school, in the English classes, these materials were not used.

In the class observations in the school number 2, the basic material used during all the English classes were the English Please Student’s Book Fast Track 9th grade, provided by the Colombian Ministry of Education, as well as English/Spanish dictionaries, the Fast Track Audio N°. 73, book Way to Go 7th grade Teacher’s book (can be seen in the appendix section) and a television.

## 6. Conclusion

In this section I will present the conclusion of this study, by presenting the research question, subquestions; as well as the general objective that guided this research. Next, I will present some recommendations for future research and the implications for teaching.

### 6.1. Conclusion of the Study

Research question:

- How does the methodology used in the classroom affect the oral interaction in the light of communicative competences in a 9<sup>th</sup> grade students in Santa Marta?

Sub questions:

- How do some methodological aspects applied by the teacher might foster the students' development of oral interaction process?
- How do some methodological aspects applied by the teacher might hinder the students' development of oral interaction process?

Research objective

- To analyze the way some methodological aspects implemented by the teacher influence the development of communicative competences and oral interactions in a 9<sup>th</sup> grader students in Santa Marta.

Considering my research question, subquestions and the general objective that guided this investigation, and based on the main findings reached from the instruments applied in this inquiry, I can present the following conclusions:

Some methodological aspects used by the teacher in the classroom that can help students acquire their desirable English level and the development of their communicative competences and speaking skills are:

- The appropriate use of adequate instrumental materials such as input to enhance the students' comprehension and oral participation in the English class.



- The use of recasts and positive feedback that help students to strengthen their self confidence and self esteem, being able to construct coherent speech acts.
- The use of the inductive method, strengthening students trying to get the meaning of the words and the appropriate function of the language by discovering by themselves, rather than giving them the appropriate answers.
- The use of English to enhance communication and interaction.
- The development of language skills (listening, reading, writing and speaking).
- The teacher's attitude.
- The accurate instructions provided by the teacher.
- The use of appealing activities to promote the development of communicative competences and speaking skill.

In an opposite way, some methodological aspects such as the overuse of the mother tongue in the class, the excessive use of grammar and the deductive method, the neglecting of recasts as a way to correct students' mistakes, the lack of instructional materials, the few opportunities to use English to communicate in the class, might hinder the students' communicative competences and speaking skill development.

This study fulfills with the research principles of validity and reliability.

For me as a researcher, it was a great experience, because it helped me to understand better that every student has a different way of learning and in spite of being in the same grade and in the same classroom, they are totally different from one to another; every one of them have different interests, needs and lacks, and as teachers, we have to consider the students' differences to provide them a real way of learning English.

## **6.2. Recommendations**

In this final section, I present some recommendations for future research and some implications for teaching that this inquiry could have.

### **6.3. Recommendations for Future Research**

This study was conducted in two public institutions in the Touristic Cultural and Historical District of Santa Marta, focused on some methodological aspects applied by the teacher that foster or hinder the development of communicative competences and oral skills in the students. Two experienced teachers were observed in their classes without any intervention. That implied more time consuming for class observations, and finding analysis.

Some limitations were found such as the loss of several days of classes due to a serious inconvenients at the school. For future research, it is desirable that the researcher has the opportunity to make an intervention: to have a real experience of learning from his/her own mistakes, interchanging knowledge with his/her students and context; giving more vivid details about the research. So, it is not the same being observer than a participant in the research.

Other factors that could be analyzed for future research are the students' motivation and interests for learning English, and how as teachers, we can guide them to foster their interest in learning English as a second language as well as the strengthen of their English skills and communicative competences.

### **6.4. Implications for Teaching**

Considering the findings of this study, it could be suitable for teachers as facilitators of the learning process be aware about practicing some methodological aspects in the classroom that promote students' ineration, as well as their English skills development. Teachers also should consider the promoting of appealing activites that draw the students' attention, regarding the way students' mistakes are correcting and the way of positive feedback is provided.

Findings showed that students like to perform activities related to songs of their favorite artists, working with images or flashcards, books, workshops, etc.

In relation to the English skills development, teachers should go beyond grammar activities directed to perform writing sentences on the board and translating them from a language to another. Instead of that, to help the students to perform their reading skills for instance, teachers should use striking texts as input that help

them to perform different topics, giving to the students the opportunity to expand their knowledge, promoting communication.

In regard to the students' correction, Hernández and Reyes (2012) suggest that teachers should use some strategies as clarification requests, not using some expressions such as "what" to make students clarify something. Instead of that, teachers should use more polite expressions such as: I am sorry, could you repeat that please? What do you mean? "sorry", "I do not understand, can you explain to me, please", "could you give me some examples?" among others, are used by the teacher to guide the students in their self-correction process (p. 66), considering that the meaning of the expressions is not the same in English as they are in Spanish.

Furthermore, body language is a silence, but a powerful source for students' correction mistakes. Yao (2000) suggests that a frown, a head shaking or a "no" signaling finger indicate students that something is wrong and they might be aware of their self-correction.

In addition, it could be helpful for the students that the teacher expands the vocabulary related to the topics presented in the books, because sometimes, the students do not have the adequate vocabulary to interact with the activities presented to them. Also, to perform activities related to the students's context could be suitable to enhance meaningful learning using language to communicate.

Additionally, the results showed that a successful English learning at an early age could facilitate the student's performance and their English proficiency level.

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## 8. Appendix Section

“Make yourself and your classroom attractive to students; focus their attention on individual and collaborative learning goals and help them to achieve these goals; and teach things that are worth learning, in ways that help students to appreciate their value” (Brophy, 2004, p. 50).

In this section I will present the appendixes of the transcriptions of the class observations in the schools number 1 and number 2, the transcriptions of the teachers’ and students’ interviews, and some activities performed in the classroom as well as the transcriptions of the symbols used in the research.

### APPENDIX A Transcriptions of class observations. School number 1.

Teacher’s Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 1

Class observation number 1

Universidad del Norte

Date: March 21st 2018

Time: 7:00 A.M.

T: Teacher

S: Student

Ss: students talk at the same time.

PARTICIPANTS	INTERACTION	CATEGORIES
	After greeting the students, the teacher wrote on the board the rules about the use of How many and How much.	
	We use How many to talk about an accounting noun, and how much to refer countless nouns. Countless nouns are those that we can not count in individual units. For example: salt, water, sugar, rice, etc. After that, she wrote some sentences on the board: Do you have as many plants as your neighbors? How much money do you have?	

	She doesn't have many friends. He doesn't like it as much as Maria does. (After finishing, she asked to a student):	
T: (turn 1)	¿Por qué no has escrito la clase teórica? Después cuando vienen los ejercicios, para eso necesitamos la teoría.	Classroom management
	(The teacher is talking to a student who is not writing the class).	
S: (turn 2)	seño, ¿qué significa MANY?	Questioning
	(The student is asking about this question that the teacher had written before: Do you have as many plants as your neighbors?)	
T: (turn 3)	Lo usamos para...los sustantivos ¿qué Andrea? EL MANY lo usamos para los sustantivos ¿qué? Contables	Questioning Accurate explanations Inductive method Use of mother tongue
S: (turn 4)	Eso, lo tenía en la lengua....	Student's rapport
T: (turn 5)	Recordemos que el HOW MANY lo usamos para sustantivos contables y el HOW MUCH para no contables	Accurate explanations Inductive method
S: (turn 6)	Teacher: ¿qué dice en la 4 en español?	Questioning Use of mother tongue
	The student is asking about the 4 <sup>th</sup> sentence the teacher had written on the board: He doesn't like it as much as Maria does.	
S: (turn 7)	Para estar seguro, si me entiende...	Student's rapport
T: (turn 8)	A él no le gusta tanto como a María.	Accurate explanations Inductive method Use of mother tongue
	(For the rest of the class, the students wrote the explanations about the use of how many and how much, and there was not any other activity to foster this topic. The students were talking quietly and doing other activities).	



## TRANSCRIPTIONS OF CLASS OBSERVATIONS. SCHOOL NUMBER 1.

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup>

Graders Students in Santa Marta

Transcription N° 2

Class observation number 2

Universidad del Norte

Date: March 23<sup>rd</sup>, 2018

Time: 8:00 A.M.

T: Teacher

S: Student

PARTICIPANTS	INTERACTION	CATEGORIES
	<p>(The teacher greeted the students, organized them, and after she wrote the class on the board. The class was about the use of as... as)</p> <p>As... as + possibility.</p> <p>Comparative as.. as ( tan-como)</p> <p>We use as + adjective/ adverb + as to make comparisons when the things are equal in some ways.</p> <p>There are 4 ways to use as... as:</p> <p>As + adjective+ as. Example: Mary is as tall as Jane.</p> <p>As + much (non countable noun) + as.</p> <p>Example:</p> <p>I don't eat as much as you.</p> <p>As + many (countable noun) + as. Example:</p> <p>You don't have as many pencils as me.</p> <p>As + adverb + as. Example: He writes as carefully as carefully as the others.</p> <p>Not as... as</p> <p>We use not as... as to make comparisons between things which aren't equal. Example:</p> <p>It's not heavy as I thought it would be actually.</p> <p>She's not singing as loudly as she can.</p> <p>Mary doesn't have as many friends as Peter.</p> <p>I don't have as much money as you.</p> <p>As... AS + possibility</p> <p>We often use expressions of possibility or ability after as... as.</p> <p>After that, the teacher wrote some examples on the board,</p> <p>Is Madrid as hot as Barcelona?</p> <p>He doesn't swim as fast as Carlos.</p>	

	<p>You have as many plants as your neighbors</p> <p>Later, she wrote some sentences that the students must translate from Spanish to English.</p> <p>¿Es tu casa tan grande como la mía?</p> <p>¿Ellos conducen con tanto cuidado como tú?</p> <p>No bebe tanto vino como tú.</p>	
T: (turn 1)	¿Qué decía el título Elles?	Questioning
	<p>The teacher is asking for this title: Comparative as.. as ( tan-como)</p> <p>(the student does not answer to the teacher question)</p>	Silence or confusion
T: (turn 2)	<p>Cuando iniciamos la clase, escribí el significado del título en paréntesis. As.. as.. (tan - como), lo utilizamos para comparar, cuando tenemos dos cosas que son ...</p>	Questioning
S: (turn 3)	Diferentes	<p>Pupil talk-response</p> <p>Use of mother tongue</p> <p>Inaccurate answers</p>
T: (turn 4)	<p>Diferentes? Que son IGUALES.</p> <p>Bueno chicos, entonces lo usamos para comparar dos cosas que son iguales. Es lo que dice la explicación del primer párrafo cuando iniciamos la clase.</p> <p>Ustedes saben que la mecánica es: escribo la clase, luego, explico la clase.</p> <p>¿Qué podemos traducir allí chicos?</p>	<p>Questioning</p> <p>Inductive method</p> <p>High stress intonation</p> <p>Giving directions</p> <p>Accurate explanations</p> <p>Methodology</p> <p>Questioning</p> <p>Grammar</p>
	(We use as + adjective/ adverb + as to make comparisons when the things are equal in some ways).	
	(The teacher is asking about this sentence that she had written on the board: (you have as much money as your neighbors)	
S: (turn 5)	Tienes tanta plata como...	<p>Pupil talk-response</p> <p>Use of mother tongue</p>
T: (turn 6)	COMO TUSS... COMO TUS...	Incomplete rising intonation
S: (turn 7)	Vecinos.	Pupil talk-response
T: (turn 8)	El significado tienen que ponerlo en el contexto, no hacer traducciones literales.	Use of mother tongue

	Hay tienen otra	Teacher's rapport
	(the teacher is talking about a sentence she wrote on the board. I don't like it as much as you).	
T: (turn 9)	¿Qué clase de oración es?	Questioning Use of mother tongue
S: (turn 10)	Negativa	Pupil talk-response
T: (turn 11)	NO ME GUSTA...	Incomplete rising intonation
S: (turn 12)	No me gusta tanto..	Pupil talk-response
T? (turn 13)	¿por qué MUCH? ¿tú puedes contar tu aprecio por tus compañeros? Aquí tenemos algo más con esta oración. Si ustedes la leen así, es negativa y tiene algo más... ¿cuál es el auxiliar que utilizamos para preguntar o para negaciones?	Questioning Giving direction  Grammar
S: (turn 14)	Do o Does.	Pupil talk-response Accurate answers
T: (turn 15)	¿Cómo haríamos esta oración? ¿Ellos conducen con tanto cuidado como tú? ¿cómo se escribe el verbo conducir? Es un verbo muy conocido...	Questioning Giving direction Previous knowledge Use of mother tongue Grammar
S: (turn 16)	[Drive]...	Pupil talk-response Pronunciation
T: (turn 17)	[draive] Elles, ve al tablero y escribe la oración en inglés. Qué tiene de especial esta oración? ¿Ellos conducen con tanto cuidado como tú?	Explicit correction Pronunciation Giving directions Use of Mother tongue
	The student wrote on the board: They drive as carefully as you	
S: (turn 19)	¿Está correcto? ¿Qué le hace falta a esta oración?	Questioning Grammar Use of mother tongue
	(there was not any answer)	Silence or

		confusión
T: (turn 20)	El auxiliar. ¿cuál auxiliar?	Questioning Grammar
S: (turn 21)	¿Did?	Pupil talk- response Inaccurate answers
T: (turn 22)	No, ese es para el pasado.	Explicit correction with metalinguistic Explanation
S: (turn 23)	¿Does o Do?	Questioning Pupil talk- response
T: (turn 24)	Ok. Corrígela por favor.	Giving direction
	The student did the correction of the sentence, and he wrote: Does they drive as carefully as you?.	
T : (turn 25)	Es correcto?	Questioning
SS: (turn 26)	Nooo	Pupil talk- response Choral response
T : (turn 27)	¿Por qué?	Questioning
S: (turn 28)	Debe ser Do porque está they.	Pupil talk- response Correction with metalinguistic explanation Collaborative support
T: (turn 29)	Correcto.	Encouragement
	The student did the correction of the sentence on the board: Do they drive as carefully as you?	
	Ok, ahora la siguiente oración, deben traducirla al inglés: Es tu casa tan grande como la mía? ¿Quién pasa al tablero?	Use of mother tongue Giving directions Questioning
	(after 2 minutes, nobody answered) Bueno chicos, deben practicar. María ve al tablero.	Silence or confusion
	The student wrote on the board: Is you house as big as mine?	
T: (turn 32)	¿Está correcta esta oración? ¿porqué you? ¿Qué debería ir allí? Your, porque es posesivo. Bueno chicos, de esta forma hemos realiza do algunas oraciones en las que hemos puesto en práctica el uso del as.. as para indicar comparaciones entre dos situaciones. De esta forma terminamos la clase por hoy.	Questioning Explicit correction with metalinguistic Explanation Use of mother tongue Closing

## TRANSCRIPTIONS OF CLASS OBSERVATIONS. SCHOOL NUMBER 1.

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 3

Class observation school number 3

Universidad del Norte

Date: March 26<sup>th</sup>, 2018

Time: 10:00 A.M.

T: Teacher

S: Student

Ss: students talk at the same time.

PARTICIPANTS	INTERACTION	CATEGORIES
T: (turn 1)	<p>Vamos a realizar unos ejercicios para trabajar el verbo modal Could</p> <p>Vamos a copiar una pequeña lectura de la cual se van a desarrollar algunas actividades, todas enfocadas a trabajar el verbo modal Could.</p> <p>Empecemos a trabajar con la escritura del párrafo para que puedan desarrollar las actividades que tienen allí...</p>	<p>Teacher's instruction</p> <p>Giving direction</p> <p>Use of mother tongue</p>
	<p>La docente escribe el texto en el tablero.</p> <p>When I was a baby, I couldn't speak, but now I can speak my language, and English!</p> <p>When I was smaller, I could sleep all day, but now I can't. I have to go to school!. Now I can watch television and understand what it's saying. But when I was younger, that was impossible. I couldn't understand very much.</p> <p>Answer the following questions according to the reading:</p> <p>When he was a baby, he couldn't speak? True / false.</p> <p>Now he can speak 5 languages. True / false.</p> <p>Now he can sleep all day. True / false</p> <p>When he was younger he couldn't understand very much on T.V?. True/ false</p> <p>Now he can't understand what television is saying? True/ false</p> <p>Answer the following question:</p> <p>We can use Could and Couldn't to talk about abilities in the past. True / false.</p> <p>Write these words in the correct group. So that is true for you.</p> <p>When I was five I could / When I was five I couldn't</p>	

	<p>Play football- read- swim- run- speak English- run quickly.</p> <p>Put words in the correct order:</p> <p>Swim / was / I/ I/ five/ when/ could/</p> <p>Was/ play/ I/ when/ chess/ six/ could/ I</p> <p>When/ speak/ were/you/five/ could/ you/English</p> <p>I/ six/When/ I/ couldn't/ I/ was/ read/</p> <p>Two/ when/ sister/ could/ was/ my she/ speak</p>	
	<p>Aquí tenemos unos enunciados para que los analicemos y vamos a escoger si estos enunciados son True or False. Verdaderos o...</p>	<p>Giving direction</p> <p>Teacher's initiation</p> <p>Use of mother tongue</p>
S: (turn 2)	Falsos.	<p>Pupil talk-reponse</p> <p>Use of mother tongue</p>
T: (turn 3)	<p>Falsos. Recuerden que el Could ¿significa qué?</p> <p>¿Significa qué?</p> <p>Significa...</p>	<p>Explicit correction</p> <p>Questioning</p> <p>Teacher's initiation</p>
S: (turn 4)	Pasado	Pupil talk-response
T: (turn 5)	<p>El Can es el mismo Could, pero en pasado, y también lo podemos usar como una posibilidad.</p> <p>¿Y la negación?</p> <p>En el texto dice...</p> <p>When I was... ¿eso significa qué?</p> <p>Cuando yo era... hay actividades que podía hacer, y hay actividades que no podía hacer cuando era un... bebé.</p> <p>Hay 4 puntos de esa lectura, tienen 5 minutos para que contesten el primer punto.</p> <p>En el dos hay un enunciado al que vamos a contestar true or false, verdaderos o...</p>	<p>Accurate explanations</p> <p>Questioning</p> <p>Teacher's initiation</p> <p>Giving direction</p> <p>Use of mother tongue</p>
	<p>(The teacher is talking about the second point in the activity she had written before on the board).</p> <p>2)We can use Could and Couldn't to talk about abilities in the past. True / false.</p>	
S: (turn 6)	YES...	Pupil talk-initiation
T: (turn 7)	<p>Ese enunciado te dice:</p> <p>We can use Could and Couldn't to talk about abilities in the past</p> <p>Este es un enunciado al que vamos a contestar SI o No</p> <p>Podemos usar Could en positivo y Couldn't en negativo. Para hablar de habilidades en el pasado</p> <p>¿podemos utilizar el could para hablar de habilidades en el pasado? (can we use could to talk about abilities in the past?).</p> <p>¿Podemos utilizar Could para hablar de habilidades en el pasado. ¿qué son las</p>	<p>Giving direction</p> <p>Accurate Explanation</p> <p>Use of mother tongue</p> <p>Questioning</p> <p>Use of mother tongue</p>

	habilidades? ¿Qué son las habilidades? ¿Qué es una habilidad?			
S: (turn 8)	En lo que uno se destaca más.	Pupil talk- response		
T: (turn 9)	Exactamente, es algo que uno puede hacer, ¿cierto? Entonces, ¿me sirve el Could para hablar de habilidades pasadas? Entonces, ¿qué van a escribir en la respuesta?	Confirming Use of mother tongue		
SS: (turn 10)	YES...	Choral response High stress intonation		
T: (turn 11)	YES. Eso es una pregunta teórica. El tercero es un ejercicio personal. El tercer punto son preguntas personales. Hay una serie de actividades que debes responder de acuerdo con la edad. When I was a child I could... Lo van a colocar en este cuadrado según la edad <table border="1"><tr><td>When I was five I could</td><td>When I was five I couldn't</td></tr></table> Play football- read- swim- run- speak English- run quickly. Cuando yo tenía 5 años, yo podía... De las actividades que están debajo del cuadro, las seleccionan según la edad. Lo que podía hacer y lo que no podía hacer cuando tenía 5 años.	When I was five I could	When I was five I couldn't	Encouragement High stress intonation Giving direction Use of mother tongue
When I was five I could	When I was five I couldn't			
	After the teacher finished to explaining the activities, and after performing them on their notebooks, the students wrote the activities on the board. The teacher asked for volunteers and different students participated writing the answers of each point the teacher had written before on the board. Development of the point number 1: When he was a baby, he couldn't speak? True Now he can speak 5 languages. True Now he can sleep all day. True When he was a baby, he couldn't speak? false. Now he can speak 5 languages. True When he was younger he couldn't understand very much on T.V? false Now he can't understand what television is saying? True 2)Development of the point number 2: Answer the following question: We can use Could and Couldn't to talk about abilities in the past. True. Development of the point number 3:			

	<p>When I was five I could swim or I could swim when I was five.</p> <p>When I was six play could chess</p> <p>When you were five could speak English</p> <p>When I was six read I couldn't</p> <p>When my sister was two she could speak</p> <p>Development of the point number 4:</p> <table><tr><td>When I was five I could</td><td>When I was five I couldn't</td></tr><tr><td>Play football</td><td>Read</td></tr><tr><td>Swim Speak English</td><td>Run quickly</td></tr></table> <p>At the end of the class, the teacher thanked all the students for their participation.</p>	When I was five I could	When I was five I couldn't	Play football	Read	Swim Speak English	Run quickly	
When I was five I could	When I was five I couldn't							
Play football	Read							
Swim Speak English	Run quickly							



## TRANSCRIPTIONS OF CLASS OBSERVATIONS. SCHOOL NUMBER 1.

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 4

Class observation school number 4

Universidad del Norte

Date: March 26<sup>th</sup>, 2018

Time: 7:00 A.M.

T: Teacher

S: Student

Ss: students talk at the same time.

PARTICIPANTS	INTERACTION	CATEGORIES
	<p>The teacher greeted the students, organized them, and after she wrote the class on the board. The class is about the present continuous.</p> <p>We use the present continuous tense to talk about the future when the action or situation is a part of:</p> <p>A plan An arrangement An intention</p> <p>For future actions or situations using the present continuous, all the common future words and phrases can be: just at this moment, at this time, among others.</p> <p>Affirmative sentences: Subject + verb To Be+ verb + ing + complement.</p> <p>Negative sentences: Subject + verb To Be + not + verb + ing + complement</p> <p>Questions: Verb To Be + subject + verb + ing + complement.</p>	
T: (turn 1)	¿para qué utilizamos el presente continuo?	Questioning Grammar
S: (turn 2)	Como decir algo que vamos a hacer..	Pupil talk-response
T: (turn 3)	En el presente continuo, ¿en qué terminan los verbos?	Questioning Grammar
S: (turn 4)	En ar	Pupil talk-response Inacurate answers
S: (turn 5)	En ed	Pupil talk-response Inaccurate answers
T: (turn 6)	¿cuál es la terminación del presente continuo?	Questioning
S: (turn 7)	ING	Pupil talk-response Accurate answers
T: (turn 8)	<p>El ING en un verbo es aquella parte que nosotros en español llamamos "Gerundio" ¿cuál es el gerundio en castellano?</p> <p>Ando, iendo..</p>	Accurate explanations Use of mother tongue

	Esas tres letras nos dan esa terminación. ¿Cuál es este verbo?	Metalinguistic explanations Grammar
	(The teacher writes on the board the verb Play)	
S: (turn 9)	Jugar	Pupil talk-response
T: (turn 10)	Y si le agrego la terminación ING?	Questioning
S: (turn 11)	Jugando	Pupil talk-response
T: (turn 12)	A esto es a lo que se refiere agregarle ING al verbo ¿Cuál es la contracción de He is?	Accurate explanations Questioning Use of mother tongue

S: (turn 13)	He's	Pupil talk-response
T: (turn 14)	Estos son los PRO-NOM-BRES  (haciendo referencia a: he, she, it, we, they, que la docente había escrito en el tablero, acompañados de la forma del verbo To Be para cada uno de ellos).  ¿Qué es WAIT?	Clarification  Request  Questioning
S: (turn 15)	Es el verbo	Pupil talk-response  Grammar
T: (turn 16)	Es el verbo, cierto?  Y ¿qué le debemos agregar para formar el presente continuo?	Questioning  Confirming  Grammar  Use of mother tongue
SS: (turn 17)	ING	Pupil talk-response

T: (turn 18)	Entonces sería:	Giving direction
SS: (turn 19)	WaitING.	Choral response
T: (turn 20)	En una oración interrogativa en el presente continuo, ¿qué se escribe primero?	Questioning  Grammar
S: (turn 21)	To Be	Pupil talk-response
T: (turn 22)	Bueno, ahora vamos a realizar unos ejercicios, en los cuales vamos a poner en práctica el presente continuo. Voy a escribir unas oraciones en el tablero y ustedes van a colocar la forma correcta para formar el presente continuo.	Giving direction  Use of mother tongue
	<p>(the teacher wrote on the board</p> <p>Use the present continuous of the verbs in brackets.</p> <p>Use contractions where is possible)</p> <p>A) You _____ (use) my mobile phone</p> <p>B) My dad _____ (wash) his car.</p> <p>C) It _____ (not/ rain) today.</p> <p>D) Who _____ (she/chat) today?</p> <p>E) What _____ (you/do) at the moment?</p> <p>F) We _____ (sit) on the train.</p> <p>G) The students _____ (have)</p>	

	lunch at the cafetería.	
	Tienen que colocar la forma adecuada del verbo en paréntesis en el presente continuo. Recuerden que para esto deben usar la forma adecuada del verbo to Be.	Giving direction  Grammar
	(After ten minutes, the teacher called some volunteers to do the exercises on the board)	
T: (turn 23)	Elles, ve al tablero...	Ordering
	(the student does the first exercise)  A) You are using (use) my mobile phone	
	Vamos a ver ¿qué pasa en esta oración?	Questioning  Grammar
	(nobody answered the teacher's question)	Silence or confusion
	En este tipo de verbos hay que eliminar la letra e final, y solo se añade ING.  Esteban, haz la segunda oración.	Accurate explanations  Grammar
	(the student completed the sentence)  A) My dad is washing (wash) his car.	

	Muy bien.  La tercera oración ¿es igual a las dos primeras? ¿Qué tiene de especial?	Encouragement  Questioning  Use of mother tongue
S: (turn 24)	Es negativa profe.	Pupil talk-response
T: (turn 25)	Aja, ¿porqué?	Functional use of language  Questioning  Asking for clarification
S: (turn 26)	Por el not.	Pupil talk-response  Accurate answers
T: (turn 27)	Ok, ve al tablero.	Encouragement  Ordering
	(students laugh. The student does the exercise on the board)  B) It is not raining (not/ rain) today.	
T: (turn 28)	Good. De esta forma, continúan con el resto de las oraciones, teniendo en cuenta la estructura de cada una de ellas.	Encouragement  Giving direction

	Bueno mis niños, nos vemos en la próxima clase.  Bye.	Closing
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# TRANSCRIPTIONS OF CLASS OBSERVATIONS. SCHOOL NUMBER 1.

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 5

Class observation school number 5

Universidad del Norte


Date: March 30<sup>th</sup>, 2018

Time: 8:00 A.M.

T: Teacher

S: Student

Participants	Interaction	Categories
	The teacher arrives in the Classroom, greets the students and gives them a guide, and a short piece of paper with some rules to make the present continuous.	
T: (turn 1)	En la guía que les entregué tienen unos verbos, el punto A dice: Coloca la forma correcta del verbo To Be y el gerundio o ING, en los espacios en blanco: ¿qué van a tener en cuenta allí? Las reglas que siguen algunos verbos que están ahí, hay que aplicarles las reglas que se las entregué en una hojita, dependiendo como terminen los verbos. Empecemos pues. Tiene derecho a hablar con su compañero. Tienen que aplicar la teoría de ayer, en esa guía. ¿Qué estábamos estudiando en la clase anterior? El presente continuo. ¿Qué me dice el presente continuo? necesito el verbo To Be en presente, y al verbo que tengo ahí, debo agregarle ING. Ahora, deben tener en cuenta las reglas que les entregué en el papelito, deben pegarla en su cuaderno. Hay algunas excepciones de algunos verbos.	Giving instruction  Previous knowledge  Accurate explanations  Use of mother tongue

	<p style="text-align: center;"><b>Remember –ing spelling rules?</b> </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #800000; color: white;">Verb ending in...</th><th style="background-color: #008000; color: white;">How to make the -ING form</th><th style="background-color: #000080; color: white;">Examples</th></tr> </thead> <tbody> <tr> <td>(Most verbs)</td><td>Add -ING</td><td>say - saying go - going walk - walking</td></tr> <tr> <td>1 vowel + 1 consonant</td><td>Double the consonant, then add -ING</td><td>swim - swimming hit - hitting get - getting</td></tr> <tr> <td>1 vowel + 1 consonant + E</td><td>Remove E, then add -ING</td><td>come - coming lose - losing live - living</td></tr> <tr> <td>Final -ie</td><td>Change -ie to y, then add -ING</td><td>die - dying tie - tying</td></tr> </tbody> </table> <p>(While the teacher is talking, the students are working on the guide) (This is the piece of paper that the teacher gave to the students with some rules of the simple present tenses that they have to follow to write the appropriate form of the verbs).</p>	Verb ending in...	How to make the -ING form	Examples	(Most verbs)	Add -ING	say - saying go - going walk - walking	1 vowel + 1 consonant	Double the consonant, then add -ING	swim - swimming hit - hitting get - getting	1 vowel + 1 consonant + E	Remove E, then add -ING	come - coming lose - losing live - living	Final -ie	Change -ie to y, then add -ING	die - dying tie - tying	
Verb ending in...	How to make the -ING form	Examples															
(Most verbs)	Add -ING	say - saying go - going walk - walking															
1 vowel + 1 consonant	Double the consonant, then add -ING	swim - swimming hit - hitting get - getting															
1 vowel + 1 consonant + E	Remove E, then add -ING	come - coming lose - losing live - living															
Final -ie	Change -ie to y, then add -ING	die - dying tie - tying															
	<p>( these are the exercises that were in the piece of paper, the teacher gave to the students)</p> <p>Pon la forma correcta del verbo To Be y el gerundio en los espacios en blanco:</p> <p>Tina _____ water (drink)</p> <p>They _____ to France (travel)</p> <p>Fred _____ a pie (eat)</p> <p>The weather _____ is always _____ (change)</p> <p>She _____ pasta (cook)</p> <p>It _____ outside (rain)</p> <p>The lady _____ for the bus (wait)</p> <p>I _____ my aunt (visit)</p> <p>It _____ cold outside (freeze)</p> <p>Jack and Jill _____ up the hill (climb)</p> <p>Mom _____ out to buy some groceries (go)</p> <p>The Little girl _____ tear)</p> <p>Nadal _____ the match (win)</p> <p>Janet _____ tea (have)</p> <p>The thief _____ behind the bushes (hide)</p> <p>The sun _____ brightly (shine)</p> <p>The birds _____ (fly)</p>																
	Deben tener en cuenta el uso del verbo To Be.	Giving instruction Grammar															
S: (turn 2)	Eso lo vimos el año pasado	Previous knowledge															





S: (turn 6)	She's	Pupils talk-response
T: (turn 7)	Entonces, cuando vamos a trabajar con el presente continuo, hay que utilizar el verbo to Be. En el segundo punto del ejercicio, tienen el sujeto, una línea, y el verbo en presente continuo, van a colocar la forma del verbo to Be que le corresponde a cada sujeto o pronombre.	Accurate explanations Giving directions
T: (turn 8)	(this is the exercise the teacher is talking about) Jim _____ eating ice cream ¿Qué forma del verbo To Be van a colocar?	
S: (turn 9)	Is	Pupils talk-response
S: (turn 10)	¿cómo se lee? ¿cómo se lee?	Questioning
T: (turn 11)	[Jim is eating ice cream]	Teacher's talk-response
	(Exercise number 2. Write the appropriate form of the verb To be to complete the sentences: Jim _____ eating ice cream The kids _____ playing in the park Birds _____ singing Henry and I _____ watching football. Bees _____ gathering honey Tom and Karen _____ skiing Sam _____ washing her hands. Tim _____ crying They _____ rowing the boat. I _____ drinking wine The birds _____ flying south They _____ loving parents I _____ dancing. Sarah and Thomas _____ getting married. The house is burning down. The fruit _____ hanging low on the tree. The baby _____ waking up. I _____ crawling. There _____ a meaning to every poem.	
	Recuerden las estructuras de las formas afirmativas, negativas e interrogativas. Deben aplicar para cada tipo de oración AFIRMATIVA, NEGATIVA E INTERROGATIVA, las estructuras que le corresponden. Ahora, William, (la docente menciona a un estudiante) si yo tuviese una oración negativa, ¿cómo hago?	Previous knowledge Giving direction High stress intonation Use of mother tongue Questioning

		g
T: (turn 12)	La docente hace referencia a la oración: Jim is eating ice-cream. Si fuese negativa, ¿cómo sería?	Questioning
S: (turn 13)	He is not...	Pupils talk-response
T: (turn 14)	Correcto, y lo demás queda igual. ¿Y si fuese interrogativa? Va primero ¿qué?	Encouragement Questioning
S: (turn 15)	Is	Pupils talk-response
T: (turn 16)	Is he eating ice-cream? Entonces, vamos a hacer las oraciones, y nos vamos a dar cuenta si es afirmativa, negativa o interrogativa.	Questioning
	(Exercise number 3: Write the appropriate form of the verb to Be and gerund in the following sentences) _____ it _____. (rain) _____ he _____. (smoke) _____ the birds _____. (chirp) _____ I _____. (dream) _____ the wind _____. (blow) _____ the plants _____. (grow) _____ the computer _____ the data? (process) _____ we _____ now? (leave) _____ the wood _____. (burn) _____ the kids _____. (play) _____ they _____ their promise? (Keep)	
	(at the end of the class, the students have not finished the exercise, and it was assigned as a homework)	
T: (turn 17)	Bueno chicos, entonces les queda de tarea la actividad de hoy para entregar en la próxima clase.	Assignment

## **APPENDIX B Questionnaire teacher's interview school number 1 and number 2.**

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Universidad del Norte

Date: March, 30<sup>th</sup>, 2018

Interviewer: Jasmín Bolívar C.

Interviewer Teacher: (IT)

The following is the questionnaire applied to the teachers in the schools number 1 and number 2 respectively. It corresponds to an unstructured interview form. However, some questions appeared according to the interviewers' answers.

- 1)Cuál es su experiencia como docente de inglés?
- 2) ¿Cuál es su formación como docente de inglés?
- 3) ¿Qué enfoque utiliza en el desarrollo de las clases?
- 4) ¿Implementa el enfoque comunicativo en sus clases?
- 5) ¿Qué actividades realiza para desarrollar el enfoque comunicativo con los estudiantes?
- 6) ¿Qué metodología utiliza para ayudar a los estudiantes a fortalecer la habilidad de speaking?
- 7) ¿Cómo evidencia usted que los estudiantes van desarrollando la habilidad oral?
- 8) ¿Cuál de las siguientes habilidades: listening, writing, speaking or reading, se desarrollan más en la clase de inglés?
- 9) ¿por qué?
- 10)¿Cómo ayuda a los estudiantes a desarrollar las competencias comunicativas en inglés?
- 11)¿Si algún estudiante comete algún error al pronunciar una palabra, usted cómo lo corrige?
- 12)¿Cómo estimula a los estudiantes cuando responden adecuadamente durante el desarrollo de las actividades?
- 13) ¿Qué materiales utiliza para desarrollar la clase?
- 14) ¿Durante sus estudios en la básica primaria, tuvo formación del idioma extranjero inglés?

## APPENDIX C Transcription of teacher's interview number 1.

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription number 6

Teacher's interview number 1

Universidad del Norte

Date: March 30<sup>th</sup>, 2018

Time: 10:30 A.M.

Interviewer: Jasmín Bolívar C. (R)

Interviewed Teacher: (IT)

TURNS	PARTICIPANTS	INTERACTION	CATEGORIES
(turn 1)	JB	Buenos días, nos encontramos en una I.ED de la ciudad de Santa Marta, para realizar la entrevista, para mi trabajo de investigación de la Maestría en la Enseñanza del Inglés. Me encuentro con la docente...	Introduction
(turn 2)	IT	María Ibañez	
		(Para proteger la privacidad, el nombre de la docente ha sido cambiado).	
(turn 3)	JB	Profe, ¿cuál es su experiencia docente?	Teaching experience
(turn 4)	IT	Ehh... aproximadamente en el sector privado estuve ocho (8 años), y en el sector público... dos (2) años.	Use of fillers Teaching experience
(turn 5)	JB	¿Y en la institución cuánto tiempo lleva laborando?	Teaching experience
(turn 6)	IT	Un (1) año.	Teaching experience
(turn 7)	JB	¿Cuál ha sido su formación como docente de inglés?	Teacher background
(turn 8)	IT	Mira... anteriormente hice cursos en (XXX) y mmm la licenciatura en Idiomas	English teaching knowledge

		Extranjeros en (XXX)	Use of fillers
		(XXX) se han omitido los nombres de las instituciones.	
(turn 9)	JB	¿Qué enfoque utiliza en el desarrollo de sus clases?	Teacher's methodology
(turn 10)	IT	Bueno... yo aplico mucho el enfoque comunicativo y el colaborativo, porque los estudiantes deben fortalecer las habilidades comunicativas y el trabajo en grupo.	Communicative approach Collaborative work
(turn 11)	JB	¿qué actividades realiza para desarrollar el enfoque comunicativo en sus clases?	Teacher's methodology
(turn 12)	IT	No, la verdad es que el inglés debe ser y estoy totalmente de acuerdo que debe ser LÚDICO. Depende... en esta institución de muchos factores, pero uno como docente busca la forma de hacer las cosas de manera lúdica. Emm... podemos hacer el reading en el aula de clases ehh.. a través de diálogos, el listening es importante: de hecho yo les doy a ellos por cada tema una canción. Ehh.. si estamos trabajando el presente simple, o el perfecto, el pasado u otro tema, yo les traigo la letra de una canción en la que se domina ese tema particular.	Playful activities Lack of resources Reading Use of fillers
(turn 13)	JB	¿Cuál es su metodología para ayudar a los estudiantes a desarrollar la habilidad de speaking?	Teacher methodology Speaking
(turn 14)	IT	Ehh... mira.....mm las clases siempre por lo general cada clase que vemos yo busco un tema... un diálogo que sea de pronto oportuno o llamativo para	Use of fillers Playful activities speaking

		ellos para poder realizar la actividad del speaking.	
(turn 15)	JB	¿Cómo evidencia usted que los estudiantes van desarrollando la habilidad oral?	Speaking
(turn 16)	IT	Bueno... ellos al principio son un poco temerosos, porque les da pena hablar frente a los compañeros, pero después poco a poco se van soltando y participan de las actividades orales, saludan a los compañeros, o me saludan a mi en inglés, y yo digo ve... van poniendo en práctica lo que aprenden en las clases. (je, je, je)	Anxiety Fear expressing  Speaking
(turn 17)	JB	¿Cuál de las siguientes habilidades: listening, writing, speaking or reading, se desarrollan más en la clase de inglés?	English skills
(turn 18)	IT	Para mí el listening y el speaking son realmente esenciales y es ahorita en lo que se está trabajando. Mmm.. En esto existen algunos inconvenientes, debido quizás, a que no existen los recursos apropiados para desarrollarlas de la mejor manera.	English skills  Use of fillers  Lack of resources
(turn 19)	JB	¿Por qué considera que estas habilidades son importantes para los estudiantes?	Questioning Speaking
(turn 20)	IT	Porque de esta manera ellos logran comunicarse adecuadamente en inglés, ellos escuchan, repiten, y así van construyendo frases, diálogos, etc.	Speaking Repetition
(turn 21)	JB	¿Y cómo trata usted de superar las dificultades que se presentan en el colegio para desarrollar el listening?	Lack of resources

			Listening
(turn 22)	IT	Ah...yo tengo mis parlanticos y trato de ponerlos a escuchar canciones, audios y así...	Input
(turn 23)	JB	¿Cómo ayuda a los estudiantes a desarrollar las competencias comunicativas?	Communicative competence development
(turn 24)	IT	A través del Reading, aquí, como te mencioné, tengo unos parlanticos, y hacemos lo que se pueda con ellos. Quisiéramos a veces ver videos, pero aquí hay una (1) sala de informática y una biblioteca, pero por lo general la sala está ocupada con el profe de informática y la biblioteca también permanece ocupada, así que es muy poco el acceso que tenemos a ellas.	Reading  Listening  Input  Lack of resources
(turn 25)	JB	¿Si un estudiante comete un error al pronunciar una palabra o al escribir, usted cómo lo corrige	Corrective feedback  Recasts
(turn 26)	IT	Bueno, si estamos haciendo una actividad oral, generalmente si un estudiante pronuncia una palabra de forma inadecuada, yo le hago la corrección para que la pronuncie adecuadamente, repitiéndola, y si es escrito, pues también le hago ver el error, y si es posible que escriba la palabra en una oración. Llevamos la palabra a un contexto, y en el grupo, no me gusta la manera individual, pues ahorita mismo lo que está marcando la pauta en la educación es el trabajo colaborativo, el trabajo en grupo, entonces, yo trabajo así de esa manera.	Recasts  Repetition  Collaborative work

(turn 27)	JB	¿Cómo maneja usted la situación si nota que algún o algunos estudiantes no están participando de las actividades?	Motivation
(turn 28)  (turn 29)	IT	Yo trato de motivarlos, les explico nuevamente, porque si depronto no han entendido, para que ellos se integren a la actividad. Tú sabes, todos no desarrollan las mismas habilidades. Todos los estudiantes no desarrollan las mismas habilidades, a unos les gustan más unas actividades que a otros, especialmente aquí por tradición, no se, se desarrolla la escritura y la parte de lectura. De hecho, ellos pueden leer un texto corto perfectamente	Encouragement  Writing  Reading
(turn 30)	JB	¿Cómo estimula a los estudiantes cuando responden adecuadamente durante el desarrollo de las clases?	Positive feedback
(turn 31)	IT	Bueno, yo los felicito, les digo ¡Bravo! ¡muy bien!, los aplaudo, eso les gusa a ellos.	Encouragement
(turn 32)	JB	¿Qué materiales utiliza para desarrollar la clase, textos, guías, material de internet, lecturas, material para realizar actividades orales?	Instructional materials
(turn 33)	IT	Bueno... utilizo unos textos que hay en la institución del programa de bilingüismo, de... Colombia Blingüe, ehmm... traigo textos que busco en internet, copias, tengo mis propios recursos, desarrollo mis propias guías por temas, todo el material que pueda conseguir para hacer mejor la clase de inglés.	Instructional materials  Use of fillers
(turn 34)	JB	¿Usted considera que a los estudiantes les gusta desarrollar actividades orales?	speaking



(turn 35)	IT	Sí, a ellos les gusta, lo que pasa es que tienen como ese pánico escénico por si cómo pronuncio, si pronuncio mal, los demás se van a burlar, trabajamos también de hecho en esa parte, yo les digo que acá no venimos a aprender, que si supiésemos todo, no estaríamos aquí. Aquí venimos es a recibir conocimiento, a afianzar lo que ya sabemos. Entonces, no es el motivo de que los demás se burlen, porque todos venimos a lo mismo.	Motivation  Encouragement  Pronunciation
(turn 36)	JB	¿Durante su formación en la básica primaria, tuvo formación de inglés?	Lack of learning English in primary school
(turn 37)	IT	No, para nada, en ese tiempo no enseñaban el inglés así como se hace ahorita mismo en las instituciones educativas. Tú sabes que eso influye bastante, sobre todo el INTERÉS particular sobre esa materia. Después que haya interés, yo les digo a mis estudiantes, TODO SE PUEDE ARREGLAR.	Lack of learning English in primary school  Motivation Encouragement
(turn 38)	JB	Bueno profe, muchísimas gracias por su colaboración.	Closing Gratitude
(turn (39)	IT	Bueno, muchas gracias a usted.	Thanking

## APPENDIX D Questionnaire of student's interview schools 1 and 2.

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Universidad del Norte

Date: March 30<sup>th</sup>, 2018

Interviewer: Jasmín Bolívar (R)

The following is the questionnaire applied to the students in the schools number 1 and number 2 respectively. It corresponds to an unstructured interview form. However, some questions appeared according to the interviewers' answers.

Objectives of the student's interview:

- 1) To know the student's perception about whether the methodology used by the teacher in the classroom strengthens or hamper the development of oral competence in the English class.
- 2) To know the students' preferences about the activities they like to perform in the English class.

Questionnaire for the student's interview:

- 1) ¿Te gusta la forma cómo se desarrollan las clases de inglés?
- 2) ¿por qué?
- 3) ¿Qué actividades te gusta realizar en la clase de inglés?
- 4) ¿Esas actividades favorecen el desarrollo de la habilidad oral (speaking)? ¿Cómo?
- 5) ¿Se desarrollan las competencias comunicativas en la clase de inglés?
- 6) ¿Cómo lo evidencias? (si la respuesta es afirmativa).
- 7) ¿Sientes que alguna de las actividades que se realizan no favorecen el desarrollo de la competencia oral? Dame un ejemplo de alguna (si contesta afirmativamente)
- 8) ¿Qué metodología utiliza el docente para desarrollar la habilidad oral en los estudiantes?
- 9) ¿Hay algún aspecto de la metodología que utiliza el docente, que desearías que se mejorara? ¿Cuál?
- 10) ¿Por qué?
- 11) ¿En sus estudios de básica primaria, tuvo formación en el idioma extranjero inglés?

## APPENDIX E. Transcription of student's interview school number 1.

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription number 7

Student's interview N°. 1

Universidad del Norte

Date: March 30<sup>th</sup>, 2018

Time: 10 A.M.

Interviewer: Jasmín Bolívar (R)

Interviewed student: (IT)

Participants	Interaction	Categories
R: (Turn 1)	Me encuentro en una institución educativa de la ciudad de Santa Marta. Buenos días. Mi nombre es Jasmín Bolívar Castro, y estoy cursando la Maestría en la Enseñanza del Inglés en la Universidad del Norte; y para mi trabajo de grado necesito realizar unas entrevistas a unos estudiantes con el objetivo de conocer si las estrategias utilizadas por el (la) docente de inglés en la clase, o favorecen o no el desarrollo de las habilidades comunicativas y la habilidad oral en los estudiantes; y también conocer el tipo de actividades que le gusta desarrollar a los estudiantes en la clase de inglés. ¿Me podrías colaborar, por favor?	Introduction
IS: (Turn 2)	Sí, claro, por su puesto.	Accepts ideas
R: (Turn 3)	Me encuentro con la estudiante:	Presentation
IS: (Turn 4)	María Pérez.	Pupil talk-response
	(Los nombres que aparecen en este trabajo han sido establecidos por mí con la finalidad de proteger la privacidad de los participantes).	
R: (Turn 5)	¿Te gusta la forma cómo se desarrollan las clases de inglés?	Questioning
S: (Turn 6)	Si	Pupil talk-response
R: (Turn 7)	¿Por qué?	Questioning
IS: (Turn 8)	Porque mediante las clases que da la profesora, uno avanza más en el inglés.	English skills
R: (Turn 9)	¿Qué actividades te gusta realizar en la clase de inglés?	Questioning
IS: (Turn 10)	hhh.. en las clases nos ponen a repetir, hacemos diálogos, emmm.. nos ponen a hacer pictionary, vocabularios. pues... diálogos en inglés... nos ponen a copiar, a desarrollar las copias, ya...	Use of fillers Repetition Playful activities Writing
R: (Turn 11)	¿en qué consiste la actividad del pictionary?	Playful activities

IS: (Turn 12)	Ehhh... es como una especie de vocabulario con imágenes. La profesora nos da el tema y nosotros hacemos dibujos relacionados con el tema.	Use of fillers Playful activities
R: (Turn 13)	Es decir, las imágenes con los nombres? ¿Y esas actividades favorecen el desarrollo de la habilidad oral (speaking)?	Playful activities Speaking
IS: (Turn 14)	Pues sí, porque la profesora nos orienta en la pronunciación de las palabras.	Pronunciation
R: (Turn 15)	¿Después que presentan las imágenes, ¿hacen algo más?	Playful activities
IS: (Turn 16)	pues la seño nos pregunta y nos califica.	Questioning
R: (Turn 17)	¿y ese vocabulario lo ponen en algún contexto, hablan sobre eso ¿o solamente queda allí?	Vocabulary use
IS: (Turn 18)	no, ya, queda ahí solamente el vocabulario.	Vocabulary use
R: (Turn 19)	¿se desarrollan las competencias comunicativas en la clase de inglés? ¿cómo lo evidencias? (en el caso de las respuestas afirmativas)	Communicative competences development
IS: (Turn 20)	Pues sí... repetimos diálogos, la pronunciación y así.. porque con la pronunciación aprendemos mejor las palabras.	Pronunciation Repetition Playful activities
R: (Turn 21)	¿Sientes que alguna de las actividades que se realizan no favorecen el desarrollo de la competencia oral?	Speaking
IS: (Turn 22)	Bueno... por ejemplo que lo del pictionary que no se quede ahí, sino que nos pongan a hacer algo, y no simplemente buscar las palabras y las imágenes, sino ampliar el contexto, hablar, para qué sirven, y cosas así...	Instructional material
R: (Turn 23)	¿qué metodología utiliza el/la docente para desarrollar la habilidad oral en los estudiantes?	Teacher's methodology
IS: (Turn 24)	Bueno, la profesora nos orienta en la pronunciación de las palabras, nos escribe la clase en el tablero y después nos explica y hacemos ejercicios en el tablero de los temas que estamos desarrollando	Pronunciation Teacher's methodology
R: (Turn 25)	¿hay algún aspecto de la metodología que utiliza el docente, que desearías que se mejorara?	Teacher's methodology
IS: (Turn 26)	Bueno... de pronto al escribir cuando está escribiendo, lo pone todo en desorden. No se entiende casi, en el sentido cómo estaba organizada la clase, que hay un punto por acá, y otro por otro lado, y eso me confunde.	Teacher's methodology Classroom management
R: (Turn 27)	¿En sus estudios de básica primaria, tuvo formación del idioma extranjero inglés?	Lack of learning English in primary school
IS: (Turn 28)	Ummm.. no	Use of fillers
R: (Turn 29)	¿Cuando cometes un error, cómo te gusta que te corrijan?	Recasts

IS: (Turn 30)	Bueno, que me orienten la forma adecuada de decir las palabras, y que el profesor lo haga de buena manera, sin gestos.	Teacher's correction
R: (Turn 31)	Bueno, muchas gracias por su colaboración.	Closing

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 8

Student's interview N°. 2

Universidad del Norte

Date: March 30<sup>th</sup>, 2018

Time: 10:20 A.M.

R: Researcher

IS: interviewed Student

Turns and Participants	Interaction	Categories
R: (turn 1)	Me encuentro en una institución educativa de la ciudad de Santa Marta. Buenos días. Mi nombre es Jasmín Bolívar Castro, y estoy cursando la Maestría en la Enseñanza del Inglés en la Universidad del Norte; y para mi trabajo de grado necesito realizar unas entrevistas a unos estudiantes con el objetivo de conocer si las estrategias utilizadas por el (la) docente de inglés en la clase, o favorecen o no el desarrollo de las habilidades comunicativas y la habilidad oral en los estudiantes; y también conocer el tipo de actividades que le gusta desarrollar a los estudiantes en la clase de inglés. ¿Me podrías colaborar, por favor?	Introduction
IS: (turn 2)	Claro que SÍ.	Accepts ideas
R: (turn 3)	¿Te gusta la forma cómo se desarrollan las clases de inglés?	Appealing English class
IS: (turn 4)	Sí.	Pupils talk-response
R: (turn 5)	¿Por qué?	Questioning
IS: (turn 6)	Porque es una manera educativa, me gusta la forma cómo se explican las clases de inglés, ya que vamos avanzando en nuestro proceso de aprendizaje y ahora sabemos muchas cosas que no entendíamos y está muy claro.	English skills
R: (turn 7)	¿Qué actividades te gusta realizar en la clase de inglés?	Appealing English activities

	Las oraciones en inglés, utilizando el verbo To Be, eh... irregulares, aplicándole muchas clases como por el ejemplo el ING.	Grammar
R: (turn 8)	¿y estas actividades favorecen el desarrollo de la habilidad oral (speaking)?	Speaking
IS : (turn 9)	Si	Pupils talk-response
R: (turn 10)	Se desarrollan las competencias comunicativas en la clase de inglés?	Communicative competences
IS: (turn 11)	Sí.	Pupils talk-response
R: (turn 12)	¿Cómo evidencias esto en tu proceso de aprendizaje?	English skills
IS: (turn 13)	Ehh... participando en las clases, eh... dando ejemplo cuando la seño hace las preguntas,	Use of fillers Interaction Student's interaction
R: (turn 14)	OK, VERY GOOD! Ehh..Sientes que alguna de las actividades que se realizan no favorecen el desarrollo de la competencia oral?	Positive feedback High stress intonation Encouragement Speaking
IS: (turn 15)	Bueno, las actividades para mí si favorecen el desarrollo de la competencia oral, porque uno va aprendiendo y le puede servir más adelante cuando uno esté en la universidad.	Speaking
R: (turn 16)	¿Qué estrategia utiliza la docente para desarrollar la habilidad oral de los estudiantes?	Teacher's methodology Speaking
IS: (turn 17)	Enseñándonos para poder hablar y tratar de apoderarnos de este idioma que es el inglés, y me parece que es bien	Speaking Teacher's methodology
R: (turn 18)	¿Hay algún aspecto de la metodología del docente que te gustaría que se mejorara?	Teacher's methodology
IS: (turn 19)	Bueno, para mí, creo que está bien así. Porque he aprendido muchas cosas que antes no sabía.	English knowledge
R: (turn 20)	¿En sus estudios de básica primaria, tuvo formación de inglés?	Questioning
IS: (turn 21)	SÍ.	Pupil talk-response
R: (turn 22)	¿Y cómo fue el proceso?	English learning process
IS: (turn 23)	Bueno, se aprende lo básico, y después uno va mejorando en este proceso de aprendizaje del inglés.	Basic English knowledge
R: (turn 24)	¿Cuando cometes un error, cómo te gusta que te	Recasts

	corrijan?	
IS: (turn 25)	Normal, indicándome los errores, explicándome bien para que uno aprenda, esto está bien, o esto está mal, y yo aceptaría normalmente, y eso lo voy recopilando y voy practicando eso y aceptando mis errores para ser mejor.	Recasts English knowledge
R: (turn 26)	Bueno, muchísimas gracias por su amable participación y colaboración.	Closing
IS: (turn 27)	Con mucho gusto, a la orden.	Accept ideas

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 9

Student's interview N° 3

Universidad del Norte

Date: April 3rd, 2018

Time: 10:30 A.M.

Researcher: Jasmín Bolívar ( R)

IS: interviewed Student

Turns and Participants	Interaction	Categories
R: (turn 1)	Me encuentro en una institución educativa de la ciudad de Santa Marta. Buenos días. Mi nombre es Jasmín Bolívar Castro, y estoy cursando la Maestría en la Enseñanza del Inglés en la Universidad del Norte; y para mi trabajo de grado necesito realizar unas entrevistas a unos estudiantes con el objetivo de conocer si las estrategias utilizadas por el (la) docente de inglés en la clase, o favorecen o no el desarrollo de las habilidades comunicativas y la	Introduction

	habilidad oral en los estudiantes; y también conocer el tipo de actividades que le gusta desarrollar a los estudiantes en la clase de inglés. ¿Me podrías colaborar, por favor?	
IS: (turn 2)	Sí señora.	Accepts ideas
R: (turn 3)	¿Te gusta la forma cómo se desarrollan las clases de inglés?	Appealing English class
IS: (turn 4)	Más o menos	Language function use
R: (turn 5)	¿Por qué?	Questioning
IS: (turn 6)	Porqueeee... falta como más interacción entre los estudiantes.	Language function Student's interaction
R: (turn 7)	¿Qué actividades te gusta desarrollar en la clase de inglés?	Appealing activities
IS: (turn 8)	Pues en realidad todas. ¿puedo decir las que no me gustan?	Questioning
R: (turn 9)	Sí claro.	Accepts ideas
IS: (turn 10)	No me gustan los pictionary.	Pupils talk-response
R: (turn 11)	¿por qué?	Questioning
IS: (turn 12)	Porque son mucho trabajo y nos complican las tardes y todo eso..	Student's feelings
R: (turn 13)	¿En qué consisten esas actividades?	Questioning
IS: (turn 14)	En hacer dibujos de varios temas y escribir varias veces las palabras.	Appealing activities Grammar
R: (turn 15)	¿Y esto te ayuda a fortalecer tu habilidad oral?	Oral skills development
IS: (turn 16)	Un poco, podemos hacer otras actividades que sean más efectivas para desarrollar la habilidad oral.	Appealing activities



R: (turn 17)	¿Cómo cuáles por ejemplo?	Questioning
IS: (turn 18)	De pronto diálogos, escuchar canciones, hablar con los compañeros, cosas así...	Appealing activities
R: (turn 19)	En la clase de inglés se desarrollan las competencias comunicativas?	Communicative competences
IS: (turn 20)	NO	High stress intonation
R: (turn 21)	Sientes que algunas de las actividades que se desarrollan no favorecen el desarrollo de la competencia oral?	Communicative competence development
IS: (turn 22)	Algunas.	Short closed answers
R: (turn 23)	Qué metodología utiliza la docente para desarrollar la habilidad oral en los estudiantes?	Oral skill development
IS: (turn 24)	Pues, explica y nos hace repetir las palabras y todo	Teacher's methodology Repetition
R: (turn 25)	Hay algún aspecto de la metodología empleada por la docente que desearías que se mejorara?	Teacher's methodology
IS: (turn 26)	De ponto como hacer más actividades en las que uno participe y se relacione con los compañeros.	Appealing activities Student's interaction
R: (turn 27)	En sus estudios de básica primaria tuvo formación de inglés?	Learning English
IS: (turn 28)	Sí	Short closed answers
R: (turn 29)	¿Y cómo fue el proceso?	English learning process.
IS: (turn 30)	Excellent	Short closed answers
R: (turn 31)	¿Cuándo cometes un error, cómo te gusta que te corrijan?	Recasts
IS: (turn 32)	Pues, si es de pronunciación, que me indiquen la pronunciación correcta, y si es de escritura, que me orienten en lo que escribo mal para corregir y aprender más.	Pronunciation Writing

R: (turn 33)	Muchas gracias por su participación y colaboración.	Gratitude
IS: (turn 34)	De nada.	Accepts ideas

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Researcher: Jasmin Bolívar C.

Transcription N° 10

Student's interview N° 4

Universidad del Norte

Date: April 4th, 2018

Time: 7:00 A.M.

Researcher: Jasmín Bolívar ( R)

IS: interviewed Student

Turns and Participants	Interaction	Categories
R: (turn 1)	Me encuentro en una institución educativa de la ciudad de Santa Marta. Buenos días. Mi nombre es Jasmín Bolívar Castro, y estoy cursando la Maestría en la Enseñanza del Inglés en la Universidad del Norte; y para mi trabajo de grado necesito realizar unas entrevistas a unos estudiantes con el objetivo de conocer si las estrategias utilizadas por el (la) docente de inglés en la clase, o favorecen o no el desarrollo de las habilidades comunicativas y la habilidad oral en los estudiantes; y también conocer el tipo de actividades que le gusta desarrollar a los estudiantes en la clase de inglés. ¿Me podrías colaborar, por favor?	Introduction
IS: (turn 2)	Sí, claro, con gusto.	Accepts ideas
R: (turn 3)	¿Le gusta la forma como se desarrollan las clases de inglés?	Questioning
IS: (turn 4)	No mucho	Short closed answer
R: (turn 5)	¿Por qué?	Questioning
IS: (turn 6)	Siento que no aprendo muy bien, solo copiamos bastante y no hacemos muchas actividades para comprender mejor el tema. El tema se termina en una sola clase y ya no lo estudiamos más.	Student's feelings Writing
R: (turn 7)	¿Qué actividades le gusta desarrollar en la clase de inglés?	Playful activities
IS: (turn 8)	Realizar oraciones, cuando tratamos el Verbo To Be, ummm.. eso, y diálogos, me gusta mucho hablar en inglés.	Grammar Use of fillers Language function use Oral activities

		Speaking
R: (turn 9)	¿Y esas actividades siente que le ayudan a favorecer la habilidad de speaking, hablar?	Oral skills development
IS: (turn 10)	Sí	Short closed answer
R: (turn 11)	¿Cómo?	Questioning
IS: (turn 12)	Pues porque nos ponen a leer, y la seño nos corrige y comprendemos más y no solo copiar y copiar.	Reading Recast English knowledge
R: (turn 13)	¿En la clase de inglés se desarrollan las competencias comunicativas?	Communicative competence development
IS: (turn 14)	¿Cómo comunicarnos en inglés? No mucho.	Confirming
R: (turn 15)	Siente que alguna de las actividades que se realizan, no favorecen el desarrollo de la competencia oral?	Speaking
IS: (turn 16)	Puesss sí...	Language function use
R: (turn 17)	¿Por qué?	Questioning
IS: (turn 18)	Pues porque hablamos normal, o sea no se tiene en cuenta el inglés, damos las clases, pues ella nos explica y ya.	Use of mother tongue
R: (turn 19)	¿Hay algún aspecto de la metodología del docente que desearías que se mejorara?	Teacher's methodology
IS: (turn 20)	Pues, o sea que nos pongan más actividades para hablar, relacionarnos con los compañeros, para poder entender mejor las clases. Que sean más participativas.	Appealing activities Student's interaction
R: (turn 21)	En sus estudios de básica primaria tuvo formación de inglés?	Questioning
IS: (turn 22)	Muy poco	Lack of learning English in primary school Short closed answer
R: (turn 23)	Cuando cometes un error, cómo te gusta que te corrijan?	Recasts
IS: (turn 24)	Pues que me vuelvan a explicar, o yo preguntar, ¿seño cómo es? o muchas cosas así. Aunque a veces no me corrigen, sólo me califican mal y ya.	Teacher's methodology
R: (turn 25)	Muchas gracias, por su colaboración. Que tengas un buen día.	Gratitude
IS: (turn 26)	Gracias. Lo mismo para usted.	Polite response

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders Students in Santa Marta

Researcher: Jasmin Bolívar C.

Transcription N° 11

Student's interview N° 5

Universidad del Norte

Date: April 4th, 2018

Time: 7:30 A.M.

Researcher: Jasmín Bolívar ( R)

IS: interviewed Student

Turns and Participants	Interaction	Categories
R: (turn 1)	Me encuentro en una institución educativa de la ciudad de Santa Marta. Buenos días. Mi nombre es Jasmín Bolívar Castro, y estoy cursando la Maestría en la Enseñanza del Inglés en la Universidad del Norte; y para mi trabajo de grado necesito realizar unas entrevistas a unos estudiantes con el objetivo de conocer si las estrategias utilizadas por el (la) docente de inglés en la clase, o favorecen o no el desarrollo de las habilidades comunicativas y la habilidad oral en los estudiantes; y también conocer el tipo de actividades que le gusta desarrollar a los estudiantes en la clase de inglés. ¿Me podrías colaborar, por favor?	Introduction
IS: (turn 2)	Sí señora, claro.	Accepts ideas
R: (turn 3)	¿Te gusta la forma cómo se desarrollan las clases de inglés?	English class development
IS: (turn 4)	Sí, claro.	Accepts ideas
R: (turn 5)	¿Por qué?	Questioning
IS: (turn 6)	Porque son muy dinámicas, y nos hace entender lo que nos quiere decir con las clases.	Appealing English activities
R: (turn 7)	¿Qué actividades te gusta desarrollar en la clase de inglés?	Appealing English activities
IS: (turn 8)	Talleres, dinámicas, canciones.	Playful activities
R: (turn 9)	¿En la clase de inglés se desarrollan las competencias comunicativas?	Communicative competences development
IS: (turn 10)	Sí	Short closed answers
R: (turn 11)	¿Cómo evidencia el desarrollo de las competencias comunicativas en su proceso de aprendizaje del inglés?	Communicative

		competences development
IS: (turn 12)	Sacando buenas notas, haciendo las tareas; y además cuando la profesora pregunta y nosotros entendemos, todo se vuelve un bololó y todos respondemos bien,	English knowledge Functional use of language
R: (turn 13)	Muy bien. ¿Qué metodología utiliza la docente para desarrollar la habilidad oral en los estudiantes?	Encouragement Teacher's methodology
IS: (turn 14)	Nos pone a repetir varias veces las palabras para que soltáramos más la lengua con el inglés y la poder pronunciar bien. Todos la repitamos, y ya al final, ya soltábamos un poquito para decir bien las palabras.	Repetition Pronunciation Speaking
R: (turn 15)	Ok. ¿Y esas actividades le sirven para desarrollar la habilidad oral?	Speaking
IS: (turn 16)	Bueno, en parte sí.	Student's feelings
R: (turn 17)	¿Hay algún aspecto de la metodología que desearía que se mejorara?	Teacher's methodology
IS: (turn 18)	Pueess, ummmm, que nos puesiera más, evaluaciones, pero con los dibujos y cosas así que nos ayuden a recordar las palabras y todo eso. Creo que también sería bueno dar todas las clases en inglés para que el oído se vaya acostumbrando, porque se supone que estamos en un ambiente en el que debemos interactuar con las demás personas en inglés.	Use of fillers Appealing assessments Use of English Student's feelings
R: (turn 19)	¿En sus estudios de básica primaria tuvo formación de inglés?	Basic English knowledge
IS: (turn 20)	Sí.	Short closed answers
R: (turn 21)	¿Cómo fue el proceso?	English learning process
IS: (turn 22)	Bueno.	Short closed answers
R: (turn 23)	¿Cuando cometes un error en inglés, cómo te gusta que te corrijan?	Recasts
IS: (turn 24)	Pues que me expliquen un poquito más lento para yo poder entender, y no que no me expliquen por decirlo así	Teacher's reinforcement Recasts
R: (turn 25)	Bueno, muchísimas gracias....	Gratitude
IS: (turn 26)	A usted.	Polite answers

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Researcher: Jasmin Bolívar C.

Transcription N° 12

Student's interview N° 6

Universidad del Norte

Date: April 4th, 2018

Time: 8:00 A.M

Researcher: Jasmín Bolívar ( R)

IS: interviewed Student

Turns and Participants	Intereaction	Categories
R: (turn 1)	Mi nombre es Jasmín Bolívar Castro, y estoy cursando una Maestría en la Enseñanza del Inglés en la Universidad del Norte, y para mi trabajo de grado necesito realizar unas entrevistas a unos estudiantes con el objetivo de investigar si las estrategias utilizadas por el (la) docente en la clase de inglés, favorecen o no el desarrollo de las competencias comunicativas y la habilidad oral en los estudiantes, así como las actividades que le gustan desarrollar a los estudiantes en la clase de inglés. ¿Me podrías colaborar por favor?	Introduction
IS: (turn 2)	Si, claro.	Accept ideas
R: (turn 3)	¿Te gusta la forma cómo se desarrollan las clases de inglés?	English class development
IS: (turn 4)	Bueno... un poco	Functional use of language
R: (turn 5)	¿por qué?	Questioning
IS: (turn 6)	Porque siento que nos hace falta desarrollar otras competencias para tener un mejor desempeño.	English skills development
R: (turn 7)	¿Qué competencias sientes que deben desarrollar?	English skills
IS: (turn 8)	Ummm... por ejemplo la oralidad	Speaking
R: (turn 9)	¿No desarrollan mucho la parte oral en la clase de inglés?	Oral skills development
IS: (turn 9)	La verdad, NO	High stress intonation
R: (turn 10)	¿umm Qué actividades te gusta realizar en la clase de inglés?	Use of fillers Playful activities
IS: (turn 11)	Las que se relacionan con la parte oral y escrita, porque es donde tengo más debilidad.	Speaking Writing
R: (turn 12)	¿Se desarrollan las competencias comunicativas en la clase de inglés?	Communicative

		competences development
IS: (turn 13)	Vemos muy poco la parte oral. Trabajamos más la comprensión y un poco la escritura, pero la parte oral NO.	Speaking Reading comprehension High stress intonation
R: (turn 14)	¿Qué metodología utiliza el docente para desarrollar la habilidad oral en los estudiantes?	Teacher's methodology
IS: (turn 15)	Nos dan un texto y lo practicamos con la profesora. Trabajamos más la comprensión de textos, más teoría y Muy poca práctica oral..	Reading comprehension
R: (turn 16)	¿Hay algún aspecto de la metodología que utiliza el docente, que desearías que se mejorara?	Teacher's methodology
IS: (turn 17)	Podría ser realizar más actividades tipo diálogos, persona a persona, eh.. monólogos,	Appealing activities Oral activities
R: (turn 18)	¿Cuando cometes un error en la clase de inglés, ¿cómo desearías que te corrigieran?	Recasts
IS: (turn 19)	Pues que me indiquen dónde estoy cometiendo el error y que me expliquen adecuadamente para así poder corregir el error y aprender bien.	Recasts
R: (turn 20)	En sus estudios de básica primaria, tuvo formación de inglés?	Questioning
IS: (turn 21)	Ehhh... no mucho.	Basic English knowledge Use of fillers Short closed answers Lack of learning English in primary school
R: (turn 22)	¿Y cómo fue el proceso?	Questioning
IS: (turn 23)	No muy bueno, sólo lo básico, colores, números y así. Muy poca información en inglés.	Basic English knowledge
R: (turn 24)	Muchas gracias por su colaboración.	Gratitude
IS: (turn 25)	A la orden.	Polite answer

## APPENDIX F. Transcription of class observation school number 2.

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N°. 13

Class observation number 1

Universidad del Norte

Date: August 1<sup>st</sup>, 2018

Time: 12:30 P.M.

T: Teacher

S: Student

Ss: students talk at the same time.

Participant	Interaction			Categories
T: (turn 1)	<p>Today we are going to work with the exercise number 2, page 26, you are going to listen to , the.. the... speaker first, the family of... eh..the Felipe's family, and you are going to fill the chart. This is the chart about the father, sister, mother, and you are going to do the exercise. In your notebook, you are going to do the exercise.</p> <p>En el cuaderno van a hacer el cuadro que está en la página 26. Van a escuchar la descripción de la familia de Felipe y ustedes completan con la información que se solicita. Les piden name, y les piden age.</p> <p>Eso en cristiano ¿qué es?</p>			<p>Introduction</p> <p>Instruction</p> <p>Use of fillers</p> <p>Input</p> <p>Explanation</p> <p>Use of English</p> <p>Clarifying</p> <p>Use of mother tongue</p> <p>Teacher's rapport</p>
	<p>(The teacher shows to the students the chart in the book: English Please, Student's book. Page 26).</p> <p>Listen to Michelle, the first speaker, again, and complete the chart in your notebook.</p> <p>The Felipe's family.</p>			
		Name	Age	
	Father	Felipe		
	Mother			
	Sister			
	Brother			
SS: (turn 2)	Nombre y edad			<p>Pupil talks-response</p> <p>Accurate answers</p>



T: (turn 3)	<p>Nombre y edad, OK. Now I am going to read about the Felipe's family.</p> <p>Voy a leer sobre la familia de Felipe... Listen please, In your notebook, do the chart. Hagan el cuadrado en el cuaderno.</p>	<p>Reinforcement Encourage. Teacher's instruction Use of English Using of mother tongue. Teacher's instruction Reading</p>						
S: (turn 4)	Profe, una pregunta, ¿el cuadrado nada más es para Felipe?	Pupil talks-response						
T: (turn 5)	The Felipe's family	<p>Clarification Use of English</p>						
S: (turn 4)	Profe, ¿o sea que el papá de Felipe se llama Felipe?	<p>Questioning Use of mother tongue</p>						
	<p>The student is asking about the chart in the book.</p> <table border="1"> <tr> <td></td><td>Name</td><td>Age</td></tr> <tr> <td>Father</td><td>Felipe</td><td></td></tr> </table>		Name	Age	Father	Felipe		
	Name	Age						
Father	Felipe							
T: (turn 5)	<p>I don't know, I don't know Piensa y actúa... Ya hicimos el cuadrado? Si quieren hagan solo las rayas para colocar los nombres, mother, father, brother, sister, no los coarto, hagan lo que quieran.. Ready? Listos? Ya Vanessa? Livan? Diva Jesererum?</p>	<p>Teacher's talk-response Teacher's supervision Use of mother tongue</p> <p>Teacher's instruction Confirming knowledge Teacher's rapport</p>						
	(students laugh)	[...]						
S: (turn 6)	Profeee...	<p>Interactional function of language Use of mother tongue</p>						
T: (turn 7)	Quéeee??	<p>Interactional function of language Adaptation to students</p>						
S: (turn 8)	¿El papá se llama Felipe?	Questioning						
T: (turn 9)	No se, yo no he leído...	Teacher's interaction						
S: (turn 10)	Pero mire el cuadro...	<p>Interactional function of language Use of mother tongue</p>						
T: (turn 11)	<p>Haz el cuadro, y ahora que yo lea, llenas los espacios. Listen, and after complete the information Escucha, y luego que lea, completa los</p>	<p>Teacher instruction Uses of English Teacher instruction Encouragement</p>						

	espacios. Tú sabes cómo hacerlo. Ya ahí te está dando el primer ejemplo.	
	(The teacher is talking about the chart on the notebook presented above. After 15 seconds, the teacher asks...)	Silence
T: (turn 12)	Ready Vanessa? Samir? Ready? Ready Jordan?	Teacher's supervisión.
S: (turn 13)	Estoy terminando	Pupil talk-response
	(The teacher is asking if the students have done the chart on their notebook)	
T: (turn 14)	Ok, please, listen, listen to me... Now, I am going to read the text about the Felipe's family. Listen please, ready? Listos? Listen to me. I'm Michelle, and this is a picture of my brother Felipe's family. Felipe is 30 years old, and his wife's name is Lora. She's 25 years old. Their children's names are: José, and Pili. José is 3 and Pili is 5.... Nothing at all?	Use of English Teacher's instruction English Input Reading Questioning
S: (turn 15)	Pili ¿es nombre de hombre?	Questioning
T: (turn 16)	Pili is a girl name, A girl name And José is...  I'm going to repeat once again. While I read, you have to complete the chart. Mientras yo estoy pronunciando, vayan llenando el chart, si yo les estoy llenando los espacios con la información que les estoy leyendo. ¿Qué cuadro es?	Explicit correction Clarification Questioning Repetition Teacher's instruction  Use of mother tongue questioning
S: (turn 17)	Three	Pupil talk-response
T: (turn 18)	Picture number three is Felipe's family. Felipe ¿es hermano de quién?	Teacher's supports Questioning
S: (turn 19)	De Pili	Pupils talk-response
T: (turn 20)	NOOO	High stress intonation
S: (turn 21)	De Michelle	Pupils talk- response
T: (turn 22)	YES, DE MICHELLE...Felipe es hermano de Michelle	Clarification High stress intonation Teacher's positive feedback Use of mother tongue
T: (turn 23)	Y la que está leyendo el texto, quién es?	Questioning

	¿Quién es la que está leyendo el texto?	Use of mother tongue
	( the teacher is referring to the person who is telling the reading)	
S: (turn 24)	¿La mamá?	Pupils talk-response
T: (turn 25)	NO	High stress intonation Short closed answer
S: (turn 26)	¿El papá?	Pupils talk-response
SS: (turn 27)	Michelle..	Choral response
T: (turn 28)	Michelle, Michelle.. escuchen como comienza el texto: I'm Michelle...	Clarification. Teacher's support.
S: (turn 29)	Hola Michelle	Pupils talk-initiation
SS: (turn 30)	NOOOO	Collective correction High stress intonation
T: (turn 31)	I'm...	Conversational recasts
SS: (turn 32)	Yo soy Michelle	Listening comprehension Pupils talk-response
T: (turn 33)	OK. This is a picture of my brother's Felipe's family.	Teacher's positive feedback Repetition
S: (turn 34)	Mi hermano Felipe	Listening comprehension
T: (turn 35)	This is a picture of my brother's Felipe's family ¿Ella está hablando de quién?	Clarification questioning
S: (turn 36)	De la familia	Pupils talk-response
T: (turn 37)	¿De la familia de quién?	comprehension
S: (turn 38)	De Felipe	Pupils talk-response
T: (turn 39)	Obvio papitos... Claro... Hasta ahí, estamos bien, verdad? Michelle es la hermana de Felipe, y ella está hablando de la familia de quién?	Teacher's rapport Teacher's attitude Adaptation to students  Knowledge evaluation Questioning
S: (turn 40)	De la familia de Felipe.	Listening comprehension Pupils talk-response
T: (turn 41)	Y ¿Felipe qué es de Michelle?	Questioning
S: (turn 42)	Hermano.	Listening comprehension Pupils talk-response
T: (turn 43)	OK.	Teacher's encouragement Positive feedback
S: (turn 44)	¿ O sea que ella está hablando de la familia de él?	Clarification Questioning
T: (turn 45)	Michelle está hablando de la familia de Felipe. Michelle no está hablando de la familia de Michelle. Ella está hablando de la familia de su hermano, y su hermano se llama...	Clarification Use of mother tongue Accurate explanations Questioning
SS: (turn 46)	Unintelligible words	( ???)

S: (turn 47)	Entonces ¿Felipe qué es? el papá o la mamá?	Questioning
	(The misunderstanding of the students can be due to the name presented in the chart above, in which they are working on).	
T: (turn 48)	Jordan, ¿ la habilidad que estamos desarrollando en este ejercicio es...?	Questioning
SS: (turn 49)	Escuchar	Student's interaction
T: (turn 50)	Listening Then, listen... I'm Michelle I'm Michelle... and ... This is a picture of my brother Felipe's family.	Teacher's repetition for clarification Use of English Listening
SS: (turn 51)	De mi hermano Felipe	Pupils talk-response
T: (turn 52)	No exactamente...	Conversational recasts
SS: (turn 53)	La foto de la familia de mi hermano Felipe	Pupils talk-response Use of mother tongue
T: (turn 54)	La foto de ¿quién?	Asking for clarification
SS: (turn 55)	De la familia del hermano Felipe..	Listening comprehension
S: (turn 56)	Ahhh ya entendí...	Comprehension
T: (turn 57)	No problem, no problem ¿verdad? Ya era hora...	Comprehension check Teacher's attitude Adaptation to students
	( students laugh)	[...]
	No problem? Hasta hay no problem? Continúo... Ahora vamos a escuchar lo que se dice de la familia de Felipe para que completen el chart, presten atención y lo van llenando.	Questioning  Use of mother tongue Instruction
S: (turn 58)	Profe,	Interactional function of language
T: (turn 59)	Dime...	Interactional function of language
S: (turn 60)	Pero Michelle no se tiene que escribir?	Questioning
T: (turn 61)	Michelle no tiene nada que ver en ese cuadro...	Clarification
S: (turn 62)	Pero si ella es la hermana de Felipe...	Asking for clarification
T: (turn 63)	Ella es la hermana de Felipe, ella está hablando, ella está chismoseándonos a nosotros sobre su hermano Felipe y que tiene una familia.	Accurate explanations Use of mother tongue Representation
S: (turn 64)	Es como si tu hermana tuviera una familia y tú estuvieses hablando de ella	Collaborative support Representation
	(Unintelligible words. Some students are trying to help their partner to understand the activity)	(???)
T: (turn 65)	¿Cómo se llama tu hermana?	Representation

		Use of mother tongue
S: (turn 66)	¿Cuál?	Questioning
T: (turn 67)	Cualquiera.	Representation
S: (turn 68)	Yuli	Pupils talk-response
T: (turn 69)	Entonces tú dices: yo soy Diana, esta es una foto de la familia de mi hermana Yuli.	Representation
	(some students try to help their partner to Understand the activity).	
	Ok. Ahora sí? Diana, por última vez, this is the last time, Nosotros estamos hablando de Felipe, pero quien nos está contando sobre la familia de Felipe, ¿quién es?	Knowledge comprehension Teacher's support Use of English
S: (turn 70)	Michelle	Pupils talk-response
T: (turn 71)	Michelle, ¿qué viene siendo de Felipe?	Questioning
S: (turn 72)	La hermana	Pupils talk-response
T: (turn 73)	Y la familia de la que estamos hablando ¿de quién es? De Michelle o de Felipe?	Questioning for clarification
SS: (turn 74)	De Felipe	Pupils talk-response
T: (turn 75)	Sí... 32 horas para entender... Bueno, ahora dice: Felipe is 30 years old. ¿dónde va eso?	Teacher's feedback Teacher's rapport Use of English Questioning Listening comprehension
	(The teacher is asking about the information that the students have to complete on the chart).	
SS: (turn 76)	En la edad.	Pupils talk-response
T: (turn 77)	Vayan llenando el cuadro de one. Felipe is 30 years old, Los gringos dicen (thirty), los ingles dicen (thirti). Ahora mira lo que dice, escucha lo que dice Diana; and his wife, his wife's name is Lora.	Teacher's instruction Use of English Cultural knowledge  Repetition
SS: (turn 78)	Su esposa...	Pupils talk-response
T: (turn 79)	¿Dónde va Lora?	Questioning Use of mother tongue
	(the teacher is talking about the names on the chart)	
S: (turn 80)	en Mother	Pupils talk-response
T: (turn 81)	En mother, coloquen en mother. Vamos bien ahí? Seguimos... She is 25 years old	Teacher's feedback Teacher's supervision Teacher's attitude Use of English

		Use of mother tongue
S: (turn 82)	25 años	Pupils talk-response Listening comprehension Use of mother tongue
T: (turn 83)	Ok. No problem. ¿dónde van esos 25?	Teacher's feedback Questioning
	(The teacher is asking about Lora's age).	
S: (turn 84)	In age	Pupils talk-response
T: (turn 85)	¿Pero de quién?	Questioning Asking for clarification
S: (turn 86)	De Lora	Pupils talk-response
T: (turn 87)	De Lora. OK. ¿Ya Diana? No te he visto llenar.. Ahora viene... Their children's name's are José and Pili.	Teacher's feedback Teacher's supervisión  Use of English
S: (turn 88)	Tienen 2 hijos, se llaman José y Pili.	Student's listening comprehension
T: (turn 89)	¿dónde va José?	Questioning
	(The teacher is asking for the place of the name on the chart)	
S: (turn 90)	En brother	Pupils talk-response Accurate answer
T: (turn 91)	¿dónde va Pili?	Questioning
S: (turn 92)	En sister	Pupils talk-response Accurate answer
T: (turn 93)	OK. Llenen... La última parte: José is 3	High stress intonation Teacher's feedback Teacher's instruction
S: (turn 94)	Tres años	Student's interaction Use of mother language
T: (turn 95)	And Pili is 5	Use of English
S: (turn 96)	5 años	Pupils talk-response Use of mother language
T: (turn 97)	Llenen el cuadro, ¿porqué me hacen hablar tanto con una cosa que es más fácil que tomarse un vaso de agua cruda...	Teacher's attitude
	(25 seconds after, the teacher points to a student)	Silence
	Ok, este...eh.. Please, you, answer to me, respóndeme...	Use of fillers Questioning
	How old is Felipe? How old is Felipe?	Teacher's repetition
S: (turn 98)	30 años	Pupils talk-response Use of mother language
T: (turn 99)	In English, please...	Ordering

S: (turn 100)	Thirty years old.	Use of English
T: (turn 101)	Very good Jordan how old is Laura? How old is Lora?	Encouragement Naming Questioning
S: (turn 102)	Twenty five	Pupils talk-response
T: (turn 103)	Twenty five... what?	Expansion Questioning
S: (turn 104)	Twenty five years old	Pupils talk-response
T: (turn 105)	Ok. Twenty five years old Hernández, Hernández, how old is Pili? How old is Pili?	Teacher's positive feedback Teacher's repetition for clarification Naming Questioning
S: (turn 106)	Five	Pupils talk-response
T: (turn 107)	Five, qué?	Expansion
S: (turn 108)	Five years old	Pupils talk-response Use of English
T: (turn 109)	Ok. Very good. Very good Aaannndd... Rivera... How old is José?	Teacher's positive feedback Teacher's use of fillers Questioning
S: (turn 110)	Tree	Student's interaction
T: (turn 111)	Ahhh?	Questioning Conversational recasts
S: (turn 112)	Three years old	Use of English
T: (turn 113)	Tree, ¿árbol? Tree, tree es árbol A mi me enseñaron que tree era árbol y que three era tres, a mi me enseñaron así y nunca se me olvidó	Pronunciation Representation Accurate knowledge Teacher's knowledge
	(The teacher writes on the board the words Tree and three. He asks to the students)	
S: (turn 114)	What is the difference? what is the difference?	Questioning Repeating
SS:(turn 115)	La h	Pupils talk-response
T: (turn 116)	And what is this sound? Tree.	Pronunciation
	(Pointing to the trees around the classroom.	
T: (turn 117)	And this is the number three.	Accurate knowledge Representation
	(the teacher points to the words he had written on the board, and mimes the sound of the th with his mouth)	
	(students laugh)	[...]
T: (turn 118)	Ehhh... Diana, Diana What is the name...	Use of fillers Uses of English

	What is the Felipe's wife's name? What is the Felipe's wife's name?	Questioning Repetition Naming
S: (turn 119)	La familia?	Pupils talk-response Questioning
T: (turn 120)	NO. What is the Felipe's wife's name? What is the name? What is the name?	Short closed answers High stress intonation Explicit correction Uses of English Questioning Repetition
S: (turn 121)	¿Laura?	Student's interaction
SS: (turn 122)	Loooraaaa	Collaborative support
T: (turn 123)	Ahh.. Her name is Laura, repeat	Functional use of language Confirmation Use of English
S: (turn 124)	Her name is Lora	Use of English Pupils talk-response
T: (turn 125)	Ok, very good.	Teacher's positive feedback Encouragement
T: (turn 126)	Ehhhh... Vanesa, what is the name of the husband (marido) of Lora. What is the name of...	Uses of fillers Use of mother language for clarification Questioning naming
S: (turn 127)	Felipe	Pupils talk-response Listening comprehension
T: (turn 128)	Ok, very good. His name is Felipe, repeat, please.	Teacher's positive feedback Use of English Extension
S: (turn 129)	His name is Felipe	Pupils talk-response Use of English
T: (turn 130)	Ok. Very good. Ehhh... Shirley...	Teacher's positive feedback Use of fillers Naming
	(student's laugh)	[...]
	Salgado, Salgado What is the name of the sister of Felipe?	Naming Questioning Use of English
SS: (turn 131)	La hermana	Group interaction
T: (turn 132)	What is the name?	Questioning Repeating
S: (turn 133)	¿Pili?	Pupils talk-response
T: (turn 134)	No, she is the daughter.	Explicit correction



	What is the name?	questioning
SS: (turn 135)	La hermana de Felipe	Group collaboration
S: (turn 136)	Michelle	Pupils talk-response
T: (turn 137)	MICHELLE, very good.  Michelle, Her name is Michelle Her name is Michelle	High stress intonation Teacher's positive feedback Use of English repetition for expansion
	(the teacher asks after 5 seconds)	(silence)
T: (turn 138)	Ehhh...Nicolle, Nicolle  Who, who,	Naming Questioning Use of English
	(students laugh)	[...]
T: (turn 139)	who is... Who is three years old? Who is three years old?	Uses of English Questioning Repetition for clarification
S: (turn 140)	José	Pupils talk-response Listening comprehension
T: (turn 141)	José is three years old Sergio... Who is five years old?	Expansion Questioning Naming
SS: (turn 142)	Pili	Pupils talk-response
T: (turn 143)	Pili qué??	Expansion
S: (turn 144)	Pili years old	Pupils talk-response
T: (turn 145)	Pili is..Five , five	Repetition Elicitation
S: (turn 146)	Five	Pupils talk-response
T: (turn 147)	Years Pili is five, five, years old	Use of English Repetition
T: (turn 148)	Haber Sergiooo?	Encouragement Naming
S: (turn 149)	Por esooo...	Interactional function of language
T: (turn 150)	Por esooo.. Sergio	encouragement
SS: (turn 151)	Repit	Collaborative support
T: (turn 152)	Pili is five years old	Repetition
S: (turn 153)	Pili is five years old	Pupils talk-response
T: (turn 154)	Very good. Very good Estas preguntas que estamos haciendo no están en su libro, no están en mi libro, pero las vamos sacando porque ustedes ya conocen ese vocabulario y lo estamos afianzando. Ok, students, thank you very much. Thanks for your attention and	Teacher's positive feedback Previous knowledge Use of mother tongue  thanking Closing

	participation. It was a very nice class. See you next class.	
	(Teacher and students clap)	

## TRANSCRIPTION OF CLASS OBSERVATION. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 14

Class observation N°. 2

Universidad del Norte

Date: August 2nd, 2018

Time: 1:45 P.M.

T: Teacher

S: Student

Ss: students talk at the same time.

7 Participant	Interaction	Categories
T: (turn 1)	Please, open your books, exercise number 3. Page 26. What are we going to do? What are we going to do? What are we going to do? ¿qué vamos a hacer?	Instruction  Repetition  Use of mother tongue
S: (turn 2)	Completar las oraciones	Pupils talk-response Accurate answer
T: (turn 3)	¿con qué vamos a completar?	Use of mother tongue

S: (turn 4)	<div>Con los nombres que están en el cuadro. This is the box presented in the book English Please, page 26</div> <div>Complete the sentences about the Felipe's family with a word from the box Brother, sister, niece, nephew, sister-in-law, wife, mother, aunt</div> <table><tr><td>a) Felipe is Michelle's _____</td><td>e)Pili is Michelle's _____</td></tr><tr><td>b)Michelle is Felipe's _____</td><td>f)José is Michelle's _____</td></tr><tr><td>c)Laura is Felipe's _____</td><td>g)Michelle is Pili's _____</td></tr><tr><td>d)Laura is Michelle's _____</td><td>h) Laura is Pili and Jose's _____</td></tr><tr><td></td><td></td></tr></table>	a) Felipe is Michelle's _____	e)Pili is Michelle's _____	b)Michelle is Felipe's _____	f)José is Michelle's _____	c)Laura is Felipe's _____	g)Michelle is Pili's _____	d)Laura is Michelle's _____	h) Laura is Pili and Jose's _____			Translation Pupils talk-response Input Analytic tasks Instructional material
a) Felipe is Michelle's _____	e)Pili is Michelle's _____											
b)Michelle is Felipe's _____	f)José is Michelle's _____											
c)Laura is Felipe's _____	g)Michelle is Pili's _____											
d)Laura is Michelle's _____	h) Laura is Pili and Jose's _____											
T: (turn 5)	Vamos a completar las oraciones, ¿son cuántas? (ei, bi, si, di, i, ef, g, eich), son ocho oraciones, eight sentences, about what? Acerca de qué? Las oraciones son sobre quién? De la familia de Michelle?	Instruction Use of mother tongue										
SS; (turn 6)	De Felipe	Choral response										
T: (turn 7)	De la familia de Jose?	Questioning										
SS: (turn 8)	De Felipe	Choral response										
T: (turn 9)	De la familia de Jose	Questioning										
S: (turn 10)	Ahhh pues si..	Ineractional function of language										
T: (turn 11)	Ah pues sí	Ineractional function of language										
T: (turn 12)	¿De la familia de Pili?	Questioning Use of mother tongue										
S: (turn 13)	Ah pues si	Ineractional function of language										
T: (turn 14)	¿De la familia de Lora?	Questioning Use of mother tongue										
SS: (turn 15)	Siii	Group response										
T: (turn 16)	Sí. ¿Pero de Michelle?	Confirming Questioning										
SS: (turn 17)	Nooo Michelle no tiene familia	Deductive method Group response Pupils talk- initiation										

T: (turn 18)	Bueno, hay 8 oraciones, y hay 8 palabras, in the box. Tenemos brother, what's the meaning in Spanish?	Explaining Use of mother tongue
S: (turn 19)	Hermano	Translation Pupils talk-response
T: (turn 20)	OK Sister, what is the meaning of sister?	High stress intonation Confirming Questioning Use of English
S: (turn 21)	Hermana	Interaction translation
T: (turn 22)	Ok. Nice, what is the meaning?	Positive feedback Encouragement Questioning Use of English
S: (turn 23)	Abuelo	translation
T: (turn 24)	Nephew, what's the meaning of nephew? Nephew? nephew? Sister- in- law? Wife? Mother?	Use of English Repetition
S: (turn 25)	Madre	Pupil talk-response Translation Accurate answer
T: turn 26)	Aunt?	questioning
S: (turn 27)	Tía.	Translation
T: (turn 28)	Bueno, parece que no saben nice, nephew, sister-in- law, deben tener diccionario. Estamos en clase de inglés, palabra que no conocemos, ¿dónde la buscamos? Cuatro minutos para este ejercicio.	Translation timing
	(A student asks to the teacher about the activity)	
	Voy a repetir, vas a pasar las oraciones con el nombre que le corresponde.	Use of mother tongue Repetition
	(While the time passes, the students share among them about the meaning of the words, and the teacher brought some dictionaries from the library)	
	Tenemos: brother, sister, niece, nephew, sister-in-law, wife, mother and aunt. No se equivoquen en niece and nephew	Use of English Translation Use of mother tongue
S: (turn 29)	Niece es sobrina y nephew es sobrino	Pupil talk-response Didactic recasts
T: (turn 30)	ESOOO...	Positive feedback Teacher's rapport High stress intonation
S: (turn 31)	Me falta sister-in-law	Use of mother tongue Pupils talk-initiation

T: (turn 32)	Sister- in. Law. Sister- in- law Michelle is sister –in- law of Lora	Use of English Repetition Inductive method
S: (turn 33)	O sea que sister- in- law es amiga	Use of mother tongue Pupils talk-initiation Inaccurate answer
S: (turn 34)	Hermana de otra madre	Use of mother tongue Pupils talk-initiation
S: (turn 35)	Cuñada	Translation
T: (turn 36)	VERY GOOD! Quickly, rápidoooo...	Positive feedback  High stress intonation Use of English/ translation timing
S: (turn 37)	Teacher qué es aunt?	questioning
T: (turn 38)	Aunt. The sister of your father is your aunt.	Use of English Representation Inductive method
S: (turn 39)	Tía	translation
T: (turn 40)	Ya te respondiste.	Positive feedback Adaptation to students
S: (turn 41)	Profe, aquí ¿qué tengo que poner? Aquí dice: Felipe is Michelle's...	Questioning Use of mother tongue Use of English
T: (turn 42)	¿qué letra es?	Questioning Use of Mother tongue
S: (turn 43)	A	Pupils talk-response
	(the student is talking about this sentence in the box on page 26) Felipe is Michelle's	
T: (turn 44)	Felipe is Michelle's... Michelle's... Pay attention, the apostrophe and the S. is a possessive. Yo enseñé ya los posesivos aquí. Vas a escribir la oración completa con lo que falta... Please, stop, too much time...	Questioning Use of English Accurate explanation Translation instruction timing Initiation
	(all the students are trying to get in the dictionaries the meaning of the unknown words presented in the box ).	
	In Spanish Nosotros decimos en español el carro de Jorge (the teacher wrote on the board: The car of Jorge). Eso en perfecto cristiano es: El carro de Jorge. En inglés también indica lo mismo. Con el posesivo que enseñamos en clases anteriores	Use of mother tongue Instruction Accurate explanation

	podemos hacer lo mismo, pero más cortico. Utilizando la comita esta que ¿cómo es que se llama?	
S: (turn 45)	apóstrofe	Pupils talk-response
T: (turn 46)	El apóstrofe y la “s”. Miren que aquí primero tenemos el objeto en mención, ¿verdad?, (señalando the car) y después tenemos el poseedor (señalando a George) separado por la palabra ¿que?	Use of mother tongue Accurate explanation
S: (turn 67)	Of	Pupils talk-response
T: (turn 68)	Que en español indica,	Questioning Use of mother tongue
S: (turn 69)	De	Pupils talk-response Accurate answer
T: (turn 70)	De. En la forma en que lo voy a hacer ahora, voy a eliminar la palabra “of” que en español es:	Accurate explanations Use of mother tongue
S: (turn 71)	De	Pupils talk-response
T: (turn 72)	Y primero coloco el poseedor y por último lo poseído, y entonces escribo: Geoge’s car. Lo que traduce esta oración, (señalando en el tablero: George’s car) traduce esta, (señalando en el tablero: the car of George), eso se llama POSESIVOS. Esto lo usan más que todo los ingleses, por eso se llama Posesivo Sajón. Cómo lo utilizamos? Primero el poseedor, el apóstrofe y la “S”, y después lo poseído. Ciertó? Otro ejemplo: la cama de Betty. (and the teacher writes on the board) The bed of Betty. Pero si la hacemos con el posesivo, ¿cómo queda?	Accurate explanation Translation Instruction
S: (turn 73)	Betty’s bed	Pupil’s talk-response Accurate answer
T: (turn 74)	That’s right! The Betty’s bed. Eso es lo que deben hacer en el ejercicio. Todas las oraciones son con posesivo. La oración A, ¿cómo quedaría?	Positive feedback Instruction Use of mother tongue questioning
S: (turn 75)	Felipe is Michelle’s brother	Pupils talk-response Comprehension
	(The teacher writes on the board the sentence: Felipe is Michelle...	
T: (turn 76)	¿Qué más sigue? ¿Ah?	Questioning Use of mother tongue Initiation
S: (turn 77)	Un apóstrofe	Pupils talk-response
T: (turn 78)	Si? ¿qué mas?	expansion
S: (turn 79)	Una S.	Pupils talk-response comprehension
T: (turn 80)	¿Y qué más? En el espacio ¿qué va?	Expansion

		Use of mother tongue
S: (turn 81)	brother	Pupils talk-response comprehension
T: (turn 82)	Brother	Confirmation
	(the teacher writes on the board: Felipe is Michelle's brother)	
	Esta oración está con el posesivo. Sin el posesivo ¿como quedaría? Felipe is...	Translation Questioning Use of English Elicitation
SS: (turn 83)	Felipe es el hermano de Michelle.	Pupils talk-response Use of mother tongue comprehension
T: (turn 84)	In English, please!	Use of English Giving direction
S: (turn 85)	Felipe is brother Michelle	Pupils talk-response
T: (turn 86)	Te faltó algo	Use of mother tongue Didactic recasts expansion
SS: (turn 87)	Of	Pupils talk-response comprehension
S: (turn 88)	O sea que Felipe es hermano de Michelle	Use of mother tongue Comprehension
S: (turn 89)	Ajá	Interactional function of language Peer collaboration
Ss: (turn 90)	Felipe is Brother of Michelle	Use of English
T: (turn 91)	¿CÓMO?	Questioning Clarification requests
S: (turn 90)	Felipe is ...	Pupils talk-response Initiation
S: (turn 91)	Felipe is brother of Michelle	Continuative Use of English
T: (turn 92)	“Esa es mi novia, esa es mi novia, carajo”	Rapport Teacher's attitude Adaptation to students Encouragement
	(The teacher writes on the board: Felipe is the brother of Michelle).	questioning
	¿Cuál les gusta más? The teacher refers to the sentences: Felipe is brother of Michelle Felipe is Michelle's brother	
T: (turn 93)	La de arriba	Use of mother tongue Pupils talk-response
	(the students refer to the sentence: Felipe is Michelle's brother)	
	Ah ya...	Interactional function

		of language
	¿Aquí que tengo? (the teacher refers to the words: “the” and “of”) ¿Y aquí qué tengo? ( he is talking about the sentence: Felipe is Michelle’s brother) ¿Tengo esas dos cosas? (talking about “the” and “of”)	Use of mother tongue questioning
S: (turn 93)	NO	High stress intonation
T: (turn 94)	Ahorro tiempo, nada más con colocar estas dos cositas (talking about the apostrophe and the S. ‘s) Darcy, ahora sí?	Explanation Translation Adaption to student’s characteristics Evaluation
S: (turn 95)	Sí profe, ya terminé.	Confirming Use of mother tongue
T: (turn 96)	¿Falta mucho niñooosss?	timing
	(the students are sharing among them about the information they have to write on the chart)	
S: (turn 97)	Profe, ¿cuál es sister?	Questioning Use of mother tongue
S: (turn 98)	Eso es cuñada	Peer interaction
S: (turn 99)	Es hermana	Peer interaction
T: (turn 100)	Sister es hermana	Confirming Use of mother tongue
S: (turn 101)	Pero ¿sister-in-law?	Questioning Use of mother tongue
SS:(turn 102)	Cuñada	Peer interaction
S: (turn 103)	Y que hermana con derecho, ja, ja, ja.	Use of mother tongue
T: (turn 104)	Ella no está errada, law es ley, entonces es hermana en ley. Los que han terminado, pueden ir trabajando la página 27. Para la próxima clase. Bueno chicos, terminamos en la próxima clase.	Expanding knowledge Giving direction  Closing



## TRANSCRIPTION OF CLASS OBSERVATION SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 15

Class observation N°. 3

Universidad del Norte

Date: August 3rd, 2018

Time: 1:45 P.M.

T: Teacher

S: Student

Ss: students talk at the same time.

Participants	Interaction	Categories
T: (turn 1)	En el ejercicio 4, de la página 27, en el punto 1 hay una palabrita, the word is grandmother, what is the meaning in Spanish?	Instruction Use of English questioning
	Excercise N° 4. Focus on Language. Page 27. English Please, Student book Look at the Williams family tree and choose the correct name. Lucy's grandmother is A) Rudy B) Lily c) Gloria Kevin's uncle is A) Steve B) Peter C) Joe Lola's granddaughter is A) Lucy B) Sarah C) Lauren Gloria's husband is A) Joe B) George C) Steve Sarah's parents are A) Lilly and Peter B) Steve and Gloria C) Donald and Rudy	Analytic tasks  Input Instructional material
S: (turn 2)	Abuela	Pupils talk-response translation
T: (turn 3)	OK In the number 2, the, the word is uncle. What is the meaning of uncle?	High stress intonation Feedback Use of English
	The teacher is talking about the words related in the exercise number 4 described before.	
S: (turn 4)	Cuñado	Pupils talk-response Translation
T: (turn 5)	What?	Use of English Questioning Clarification requests
S: (turn 6)	Tío	Translation

		Pupils talk-response
T: (turn 7)	OK. Very good. Eh, eh, in the number 3 the word is granddaughter	Positive feedback Use of fillers Use of English
S: (turn 8)	Abuelo	Pupils talk-response Translation Inacurate answer
S: (turn 9)	Eso es...nieto	Pupils talk-response Inacurate answer
T: (turn 10)	No	Corrective feedback
S: (turn 11)	Nieta	Pupils talk-response Translation Comprehension Accurate answer
T: (turn 12)	Ok. Very good In number 4, the word is husband	Positive feedback Use of English Giving direction
S: (turn 13)	Esposa	Pupils talk-response translation
T: (turn 14)	Husband is for man and woman is wife	Explanation Use of English Inductive method
S: (turn 15)	Esposo	Pupils talk-response translation
T: (turn 16)	In number 5 is parents	Use of English Giving directions
S: (turn 17)	Padre	Pupils talk-response
T: (turn 18)	Cuando habla de mamá y papá, se habla de parents. Esto lo necesitan para hacer el ejercicio. Bueno, empecemos: Focus on Language. Aquí prestar atención en... ¿qué habilidad es?	Accurate explanations instruction
S: (turn 19)	Lenguaje	Comprehension Pupils talk-response
T: (turn 20)	What?	Questioning Clarification request
	Ok. [Languich Focus, focus, focus on languich]. Language. Look at the Williams family tree, and choose the correct names. Look at the Williams family tree and choose the	Use of English Instruction Repetition Translation

	<p>correct name.</p> <p>Number 1, Lucy's grandmother is....</p> <p>Tienen 3 nombres, deben escoger el adecuado.</p> <p>Number 2, Kevin's uncle is... tiene 3 nombres.</p> <p>Number 3, Lola's granddaughter is... tienen 3 nombres, escogen uno.</p> <p>Number 4, Gloria's husband is... tienen 3 nombres,</p> <p>And the last one is: Sarah's parents are: y tenemos 3 nombres, tres opciones.</p> <p>Pay attention to the Williams's family tree please.</p> <p>Look at the father, look at the daughter, look at the son. Look at all the family.</p> <p>Miremos bien el árbol de la familia William y con ello podemos dar respuesta al ejercicio 4.</p> <p>En sus cuadernos escriben: Lucy's grandmother is.... Y escribes el nombre que corresponde de A, B or C.</p> <p>En el número 1 dice: la abuela de Lucy es... debes escoger el nombre.</p> <p>En el número 2, el tío de Kevin es.... Mira el árbol</p> <p>Número 3, la nieta de Lola es...</p>	<p>Analytic tasks</p> <p>Input</p> <p>Reading</p> <p>Use of English</p> <p>Translation</p> <p>Instruction</p>
S: (turn 21)	Profe voy a escribir los números y las respuestas	negotiation
T: (turn 22)	<p>Tienes que escribir la oración completa.</p> <p>La 4 dice: el esposo de Gloria es...</p>	<p>Giving rules</p> <p>translation</p>
S: (turn 23)	La 2 ¿uncle es tío?	<p>Questioning</p> <p>translation</p>
T: (turn 24)	<p>YESS.</p> <p>Bueno chicos, terminan el ejercicio. Después lo revisamos.</p>	<p>High stress</p> <p>intonation</p> <p>Teacher's</p> <p>feedback</p> <p>closing</p>

## TRANSCRIPTION OF CLASS OBSERVATION. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 16

Class observation N°. 4

Universidad del Norte

Date: August 8<sup>th</sup>, 2018

Time: 12:30 P.M.

T: Teacher

S: Student

Ss: students talk at the same time

Participants	Interaction	Categories
	(at the beginning of the class, the students bring some dictionaries from the library. The teacher wrote on the board the word SEASON)	
T: (turn 1)	Look at this word, look at this word, (pointing the word SEASON wrote on the board). Close your dictionaries, please. What's the meaning of this word in Spanish? What do you think? What do you think about the meaning of this word? There are four seasons in the year. Four seasons. Four seasons.	Use of English  Questioning Inductive Method  Repeating
S: (turn 2)	¿Cuatro secciones?	Pupils talk-response
T: (turn 3)	Four seasons: winter, spring, summer, autumn, (Meanwhile, the teacher says the seasons, he mimes each one of them)	Use of English Body language
S: (turn 4)	Ah eso es las cuatro estaciones	Pupils talk-response Functional use of language
T: (turn 5)	OK. Very good. Very good. Very good (And the teacher claps the student's hand). Ok, so, season in Spanish, what's the meaning?	Positive feedback Use of English
S: (turn 6)	Estaciones	Pupils talk-response Accurate answer
T: (turn 7)	There are four seasons in the year. Winter, when is winter? (the teacher mimes as if he is cold)	Explanation Use of English Questioning Body language
S: (turn 8)	Invierno.	Pupils talk-response

T: (turn 9)	Ok. Very, very good!	Positive feedback Encouragement High stress intonation
T: (turn 10)	Spring... (ooohhh, the teacher mimes)	Body language
S: (turn 11)	Verano	Pupils talk-response
SS: (turn 12)	No, primavera	Group response
T: (turn 13)	Ok. Eh, eh, summer...	Use of fillers Use of English Encouragement
SS: (turn 14)	Verano	Pupils talk-response Comprehension Translation
T: (turn 15)	Autumn	Use of English
S: (turn 16)	Otoño	Pupils talk-response Comprehension Translation
T: (turn 17)	Very good. In your, in your, eh, eh...	Positive feedback Use of fillers
S: (turn 18)	Teacher. ¿Qué es fall?	Questioning Use of mother tongue
T: (turn 19)	Is the same, autumn and fall are the same	Use of English Accurate explanation
S: (turn 20)	Ah de las dos formas ¿se puede decir?	Pupils talk-response Comprehension confirming
T: (turn 21)	Very good, very good Eh.. in your notebook, you are going to write a little song. (ah, ah, ah, ahhh, a song)	Positive feedback Instruction Use of fillers
S: (turn 22)	Cantar	Pupils talk-response
T: (turn 23)	No, no, no, a song	Corrective feedback
S: (turn 24)	Cantar	Pupils talk-response
T: (turn 25)	No. Cantar: sing I sing a song (the teacher mimes)	Teacher's feedback Explicit correction Body language Use of English
S: (turn 26)	Opera	Pupils talk-response
T: (turn 27)	No.. song...	Corrective feedback Explicit correction Inductive method
S: (turn 28)	Hablar	Pupils talk-response Use of mother tongue
S: (turn 29)	Canción	Pupils talk-response Use of mother tongue participation
T: (turn 30)	This is the verb: sing (the teacher writes on the board the word sing) And this is the noun: song ¿qué se canta?	Use of English Explanation Use of mother tongue questioning

S: (turn 31)	Canciones	Translation participation
T: (turn 32)	Now, I am going to write on the board a song, and you are going to write in in your notebook; and then, with the dictionaries, you are going to translate this into Spanish. In the song, there are the four seasons. In the song, there are the four seasons	Instruction  Use of English Repetition
S: (turn 33)	Ahh una canción de las cuatro estaciones	Pupils talk-response Use of mother tongue Translation
T: (turn 34)	Vieron, que no hablaba en español y si entienden	Encouragement
	(while the teacher is writing the song on the board, the students are trying to get the meaning of the song in Spanish). The song that the teacher writes on the board is taken from the Teacher's Book Way to Go. Page (159). It's Carnival Time! It's Carnival time! It's festival time! The streets are crowded, Let's have a good time There's always a reason To enjoy every season Hip hip hooray! Enjoy the parade Here comes the <u>winter</u> It's cold at night The air is cool, And the sun is white When it's the <u>spring</u> The trees turn green, There's lot of rain It's astonishing!  Next comes the <u>summer</u> With dry and sunny days It's a hot season With school holidays. Then, it's <u>autumn</u> It's windy and cold Leaves fall down All over the town. Esta canción la van a pasar a su cuaderno y la van a traducir a español, después vamos a pronunciarla, le encontramos el ritmo, y tratamos de aporrearla, digo de	Analytic tasks Input Instructional material   Instruction Rapport Use of mother tongue

	cantarla. Aquí les estoy subrayando las estaciones, y la canción menciona algunas características de ellas. (the teacher underlines the seasons mentioned in the song)	
S: (turn 35)	Profesor ya terminé...	Pupils talk-response
T: (turn 36)	Empieza a hacer la traducción a español. Comienza por el título. It's carnival time!	Instruction Adaptation to student's characteristics Translation
S: (turn 37)	¿Palabra por palabra?	Questioning Use of mother tongue
T: (turn 38)	Yo no te mando a traducir palabra por palabra, te mando a traducir frases y oraciones. En la primera oración, ¿qué no conoces?	Corrective feedback Justifies authority Questioning Adaptation to student's characteristics
S: (turn 39)	Carnival	Pupils talk-response
SS: (turn 40)	Carnival	Peer interaction
S: (turn 41)	Esos tiempos de Carnaval	Pupils talk-response
T: (turn 42)	ES...	Initiation
S: (turn 43)	Esos tiempos de celebrar	Interaction Pupils talk-response
T: (turn 44)	ES....	Initiation
SS: (turn 45)	Es tiempo de Carnaval	Choral response Comprehension
S: (turn 46)	Las calles están llenas... es un buen tiempo, algo así...	Translation
T: (turn 47)	Vamos a pasarla bien. Es lo que indica la traducción.	Translation
S: (turn 48)	Profe, en el título dice; Es tiempo de Carnaval?	Questioning
T: (turn 49)	Coorrecto	Positive feedback
S: (turn 50)	Profe, esta palabra ¿qué significa? Que no la encuentro en el diccionario. (Refiriéndose a streets)	Questioning Use of mother tongue
T: (turn 51)	La encuentras sin "s" porque está en plural. Por allí pasas a cada rato...	Representation Accurate explanation
S: (turn 52)	Por la calle..	Comprehension
T: (turn 53)	Se da cuenta...que así también se traduce y sin querer...	Reflection Inductive instruction
S: (turn 54)	Profe, ¿esta oración qué quiere decir? Refiriéndose a: (Let's have a good time).	Questioning
T: (turn 55)	Literalmente significa, vamos a tener un buen tiempo. Pero la traducción que se le da es: vamos a pasarla bien. ¿qué dice el ultimo verso? Si tú te das cuenta, esto está escrito en forma de poema, verdad, no en prosa como escribimos	Translation Explanation Instruction Use of mother tongue Accurate explanations





	(There's always a reason)	
T: (turn 67)	[der is, der is olways rison] Siempre hay razón, siempre hay razón Profe, ¿es.. está siempre?	Pronunciation Translation
T : (turn 68)	HAY	Corrective feedback High stress intonation Explicit correction
S : (turn 69)	NO, el quinto verso. ( E.. es)	Translation High stress intonation Initiation
T: (turn 70)	¡DIOS MÍO!, estrenamos hoy!	Teacher's rapport Adaptation to student's characteristics
S : (turn 71)	Es siempre..	translation
T: (turn 72)	Siempre	Corrective feedback Explicit recasts
S: (turn 73)	Ahhh... hay siempre...	Use of fillers translation
T: (turn 74)	Siempre. Pero di primero: Siempre	Corrective feedback Initiation
S : (turn 75)	Hay siempre	Interaction Use of mother language
T : (turn 76)	Di primero: siempre	Corrective feedback translation
S : (turn 77)	Siempre hay...	Translation New comprehension
T: (turn 78)	Razón	Initiation
S: (turn 78)	Para Subir...	Translation
T: (turn 79)	No, No. No, enjoy no es subir,	Corrective feedback
	The students are talking about this line of the song: (To enjoy every season)	
T : (turn 80)	I enjoy Coca- cola,	Representation Inductive method
S: (turn 81)	Tomar	Pupils talk-response
T : (turn 82)	I enjoy to dance, I enjoy to eat, enjoy, enjoy. It's something that you like	Representation Inductive method
S : (turn 83)	Me encanta..	Pupils talk-response
T : (turn 84)	More or less	Use of English Representation
S : (turn 85)	Me asombra, je, je,je.	Interaction
T : (turn 86)	Nooooo... enjoy	Corrective feedback Use of English
S : (turn 87)	Me gusta, es me gusta	Interaction comprehension

S : (turn 88)	Disfrutar	Interaction Accurate answer
T : (turn 89)	OK. VERY GOOD! Entonces, ¿como tenemos esos dos versos, el quinto y el sexto? ¿Diana, cómo quedaron? Hay siempre razón	Positive feedback Translation Evaluation Use of mother tongue
	(intelligible words)	(...)
T: (turn 90)	Está el To antes porque el verbo está en infinitivo, es decir que no está conjugado.	Accurate explanations translation
S: (turn 91)	¿Disfrutaría?	Interaction
T: (turn 92)	Nooo	Corrective feedback
S: (turn 93)	Disfrutamos	Interaction
T: (turn 94)	En infinitive	Representation
S: (turn 95)	¿Disfrutar?	Interaction
T: (turn 96)	DISFRUTAR	Positive feedback High stress intonation
S: (turn 97)	Par disfrutar mucho las estaciones	Interaction Translation
T : (turn 98)	Cuando delante del verbo está la partícula To, es porque el verbo está en infinitivo, no está conjugado	Accurate explanations Didactic recasts Translation
S: (turn 99)	Para disfrutar todas	Interaction
T:(turn 100)	Las estaciones	Use of mother tongue
S :(turn 101)	¿Todas las personas?	Questioning
S: (turn 102)	Las estaciones	Peer collaboration
T: (turn 103)	Pueden usar every como: cada	Instruction Translation
S: (turn 104)	¿Cada año?	Interaction questioning
T:(turn 105)	Hay no dice año, amor.. hay dice seasons Estación, estación Para disfrutar cada estación.	Corrective feedback Translation
S :(turn 106)	Profe, ¿a esta palabra se le quita la S?	Questioning
	The student is talking about the word streets (The streets are crowded)	
T:(turn 107)	No se le quita, en el diccionario la encuentras sin la s, porque aquí está en plural. Si la palabra significa abanico, en plural le pones la S ¿y será?	Instruction Accurate explanations
S: (turn 108)	Abanicos	Interaction Confirming knowledge
T:(turn 109)	Exacto, pero ahí no dice abanico..	Corrective feedback
S :(turn 110)	Professor: Hip- hip hooray, ¿queda igual?	Questioning
T:(turn 111)	Sí	Confirming Positive feedback
	Para la next class, traen ya el texto traducido para ganar tiempo. Time is gold. ¡El tiempo es oro!	Closing Use of English Cultural knowledge

## TRANSCRIPTION OF CLASS OBSERVATION. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 17

Class observation N°. 5

Universidad del Norte

Date: August 9<sup>th</sup>, 2018

Time: 1:45 P.M.

T: Teacher

S: Student

Ss: students talk at the same time.

Participants	Interaction	Categories
	The teacher started the class by calling some students to check the translation into Spanish of the song, "It's Carnival Time" that the teacher started to work since the last class. Not all the students have done the translation. Each one of the students also have to read the song. The teacher points where the students have to read. Vanessa, please, your translation? Please, read!	
	(The teacher checks the translation)	
S: (turn 1)	[The trees or crowd]]	Reading Pronunciation Instructional materials
	(The streets are crowded)	
T : (turn 2)	[crowdid]	Pronunciation Initiation
	(Crowded)	
S: (turn 3)	[Lets a gud time]]	Reading Pronunciation
	(Let's have a good time)	
T: (turn 4)	[ders]	Pronunciation
S: (turn 5)	[ders always aaa rison]	Reading Pronunciation
	(There's always a reason)	
T: (turn 6)	[Rison]	Pronunciation
S: (turn 7)	[To enyou every si-son] [Enyou the pareid] [Here comes the Winter)]	Reading Pronunciation
	(To enjoy every season Enjoy the parade	

	Here comes the <u>winter</u> )	
T: (turn 8)	Sigue..	encouragement
S: (turn 9)	[Its cold at night] (the eir is cool)	Reading Pronunciation
	It's cold at night The air is cool	
T: (turn 10)	[cul, cul, cul]	Pronunciation Repeating
	(Cool)	
S : (turn 11)	[and de tree..]	Repeating Pronunciation
T : (turn 12)	[Snow, snow ]	Repeating Pronunciation
S : (turn 13)	(de snow is guait]	Pronunciation Reading
	(The snow is White)	
T : (turn 14)	Muy bien, la otra	Positive feedback translation
S : (turn 15)	[guis...]	Pronunciation
T : (turn 16)	[guen, guen]	Repeating
S : (turn 17)	[guen is de sprin]	Pronunciation
	(When it's the Spring)	
T : (turn 18)	Sigue..	Encouragement
S : (turn 19)	[de tris, de tris ar grin]	Pronunciation
T : (turn 20)	Sigue	Encouragement
	(The trees turn green)	
T : (turn 21)	(thers a lot o rein)	Encouragement
	(There's lot of rain)	
T : (turn 22)	Ok. Sigue	Encouragement
S : (turn 23)	[It's...]	Initiation
T : (turn 24)	[astonishing] Siéntate... Darcy...	Pronunciation  Ordering Naming
S : (turn 25)	[Its carnival taim, its festival taim, de strits are.. crow.. craued, lets jav a gud taim...]	Reading pronunciation
	(It's Carnival time! It's festival time! The streets are crowded, Let's have a good time)	
T : (turn 26)	Sigue...	Positive feedback

S : (turn 27)	[der always is ]	Reading pronunciation
T : (turn 28)	[olgueis]	Positive correction
	(There's always a reason)	
S : (turn 29)	[ders olguis ei rison tu enyoy everi sison. Jip jip urray, enyoi de pari)	Reading pronunciation
	(There's always a reason To enjoy every season Hip hip hooray! Enjoy the parade)	
S : (turn 30)	[jiar, jiar)]	Reading Pronunciation repetition
	(Here)	
S : (turn 31)	[jiar comes de guinter]	Reading interaction Pronunciation
T : (turn 32)	[guinter, guinter]	Repetition
	(Here comes the winter)	
S : (turn 33)	[it's col at nait, de ir is col, an de snou is wai]	Reading Pronunciation
	(It's cold at night The air is cool, And the sun is white)	
T : (turn 34)	Sigue	encouragement
S : (turn 35)	[guen is de sprin]	Reading Pronunciation
T : (turn 36)	[GUEN]	Pronunciation
	(When it's the Spring)	
S : (turn 37)	[guen is the Spring, de tris tur grin]	Reading Pronunciation
	(When it's the Spring, the trees turn green)	
T : (turn 38)	Muy bien	encouragement
S : (turn 39)	[ders lot of rain]	Reading Pronunciation
T : (turn 40)	[rein]	Pronunciation
S : (turn 41)	(rein)	Pronunciation
T : (turn 42)	Bien	Encouragement
S : (turn 43)	[It's astonishin]	Reading Pronunciation
T : (turn 44)	[estonishing)	Corrective feedback pronunciation
T : (turn 45)	Sigue...	Encouragement
S : (turn 46)	[next coms the sumer]	Reading Pronunciation
T : (turn 47)	(sammer)	Corrective feedback pronunciation

S : (turn 48)	(sammer wait drai...)	Reading interaction Pronunciation
T : (turn 49)	(wit, with)	Corrective feedback pronunciation
S : (turn 50)	(with dray and sun deys)	Reading interaction Pronunciation
T : (turn 51)	(sony )	Corrective feedback pronuciation
	Next comes the summer With dry and sunny days	
S : (turn 52)	(sony days. It's jot sison with school holidays)	Reading interaction Pronunciation
	(sunny days. It's a hot season, with school holidays).	
T : (turn 53)	OK, sigue..	Encouragement
S : (turn 54)	[de ótom]	Reading Pronunciation
T : (turn 55)	[ótom]	Corrective feedback pronunciation
	(Then, it's autumn)	
S : (turn 56)	[ótom is guinding an cul]	Reading Pronunciation
T : (turn 57)	[cold]	Corrective feedback Pronunciation
S : (turn 58)	[col]	Pronuciation
T : (turn 59)	(Este es cul y este es cold)	Corrective feedback pronuciation
	(the teacher points the words cool and cold in the song)	
S : (turn 60)	[laiv fol]	Reading Pronunciation
T : (turn 61)	no, no [livs, livs fol daun ] [Fol] repítelo [lives fol dawn]	Corrective feedbak  Pronunciation Repetition  Modeling
S : (turn 62)	(Livs fol dawn al over de sun)	Reading interaction Pronunciation
	(Leaves fall down All over the town)	
T : (turn 63)	GOOD, VERY, VERY GOOD	Encouragement Positive feedback High stress intonation

## TRANSCRIPTION OF CLASS OBSERVATION. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 18

Class observation N°. 6

Universidad del Norte

Date: August 10<sup>th</sup>, 2018

Time: 1:45 P.M.

T: Teacher

S: Student

Ss: students talk at the same time.

Participants	Interaction	Categories
T: (turn 1)	Comenzamos... el título de la canción es... Es tiempo de Carnaval. ¿Estamos bien todos ahí?	Initiation
	The teacher is reading the song from the book Way to go 7 <sup>th</sup> grade Teacher's Guide. And the students are following the reading from their notebooks.	
SS: (turn 2)	SIII	Participation High stress intonation
	Primer verso: It's Carnival time, ¿qué traduce?	Translation Questioning Use of English
SS: (turn 3)	ES TIEMPO DE CARNAVAL	Translation
T : (turn 4)	Segundo verso [Its festival taim?]	Translation Use of English
SS : (turn 5)	ES TIEMPO DE FESTIVAL	Translation Interaction Student's interaction Choral response Accurate answer
S: (turn 6)	Las calles están llenas	Translation
T : (turn 7)	((.....)) After 5 seconds, the teacher asks.. Ehh. Tercer verso, the streets are crowded?	Silence Use of English
SS : (turn 8)	LAS CALLES ESTÁN LLENAS	Translation Choral response High stress intonation
T : (turn 9)	Cuarto verso: [Let's jave a gud taim]	Use of English Pronunciation
SS: (turn 10)	VAMOS A PASARLA BIEN	Translation Choral response High stress intonation Accurate answer
T : (turn 11)	Quinto verso [ders olguais a rison]	Use of English Pronunciation
S : (turn 12)	Siempre hay razones	Translation

		Interaction
T : (turn 13)	Sexto verso [To enyoi everi sison]	Use of English Pronunciation
SS : (turn 14)	Disfrutar cada estación	Translation Interaction Accurate answer
T : (turn 15)	Y.. (hip hip hooray!) Eso no tiene traducción. [Enyoy de pareid, enyoi de parei?] Perdón, the [pareid)]	Use of English Translation Pronunciation
S : (turn 16)	Disfruta el desfile	Translation Interaction
T : (turn 17)	Disfruta el desfile! Muy bien!.. Otro verso: [jjar coms de guinter?]	Translation Use of English Positive feedback
S : (turn 18)	A a a aquí viene el invierno	Translation Pupils talk-response Accurate answers
	Otro verso: [It's cold at naigt]	Use of English Pronunciation
SS: : (turn 19)	Hace frío por la noche	Translation Interaction
T : (turn 20)	Otro verso: The air is cool	Use of English Translation
S : (turn 21)	El aire... (intelligible words)	Use of English
T : (turn 22)	[And de snow is guait]	Use of English Pronunciation
SS : (turn 23)	La nieve blanca	Translation Interaction Choral participation
T : (turn 24)	Muy bien. Vamos otro verso: [guen its de spring?]	Encouragement pronunciation Use of English
S : (turn 25)	Cuando es la primavera	Translation Pupils talk-response
T : (turn 26)	Muy bien. [Tde tris turn grin]	Encouragement Use of English Pronunciation
SS : (turn 27)	Los árboles se vuelven verdes	Translation Pupils talk-rsponse
T : (turn 28)	¡Muy bien! [ders a lot of rein]	Encouragement Use of English Pronunciation
SS : (turn 29)	Hay much lluvia	Interaction Translation Pupils talk-rsponse
T : : (turn 30)	[It's its estonishing]	Use of English Pronunciation



S : (turn 31)	Es asombrado	Translation Pupils talk- response
T : (turn 32)	Es asombroso...	Translation Correction
T : (turn 33)	Otro verso: [ Next coms de samer]	Use of English
S : (turn 34)	Próximo llega el verano	Translation Interaction
T : (turn 35)	Sí está bien. [guit dray and sony deis]	Positive feedback Use of English
SS : (turn 36)	Con días secos y soleados	Translation
	Muy bien. [It's a jot sison?]	Positive feedback Use of English Pronunciation
S: : (turn 37)	Es una temporada caliente	Translation Interaction
T : (turn 38)	Muy bien! [guit skull jolidays!]	Positive feedback Use of English Pronunciation
SS : (turn 39)	Con vacaciones escolares	Interaction Use of English
T : (turn 40)	¡MUY BIEN! [den it's the ótm]	Positive feedback Use of English
S : (turn 41)	Entonces es otoño	Pupils talk-response Translation
T : (turn 42)	Luego es el otoño. (then) tambien traduce Entonces. [Its guindy and cold]	Trasnslation Use of English Pronunciation
S: (turn 43)	Hace viento y frío	Translation Interaction
T : (turn 44)	¡Muy bien! [Livs fol daun]	Positive feedback Use of English Pronunciation
S : (turn 45)	Las hojas caen	Translation Interaction Accurate answer
T : (turn 46)	[For all de taun]	Use of English Pronunciation
S : (turn 47)	Por toda la ciudad	Translation Interaction
T : (turn 48)	¡MUY BIEN! ¡MUY BIEN! Lo dejamos hasta ahí..	Encouragement High stress intonation Closing
	(teacher and students clap)	
	Now you are going to, to, to know the pronunciation of the song, I am going to, to read the song first, you please, listen and follow the reading, do not repeat please at this moment. Only listen, pay attention, I am going to read the song. Yes, pay attention!. Follow the reading,	Instruction Use of English

	sigue la lectura.	
	(the teacher reads the song: It's Carnival time!	
	[It's carnival time!] (It's carnival time, it's festival taim, the streets ar crowdid, let's have e gud taime, der's always ei rison to enyoy every sison, hip, hip, hiurray!, enyoy de pareid, hire comes the guinter, it's cold at naight, the eir is cool and de snow is wait. Guen is de spring, de tris turn grin, der is lot of rain. It's estonishing. Next comes de somer wit dray and sony days, it's e hot sison, with skul holidays, den is the ótom, it's guindi and col, livs fól dáun, ol over the tawn). Very easy!. Fácil ¿verdad?	Input Use of English Instructional material Speaking  Translation
S : (turn 49)	Sí professor	Confirmation
T : (turn 50)	Very easy! Isn't it: No es verdad?	Use of English Questioning Use of mother tongue
S : (turn 51)	No	Interaction
T : (turn 52)	Ok, Now, I'm gonna read, I'm going a read one verb, and I show one student, and this student repeat the verse	Instruction Use of English Speaking
S : (turn 53)	¿Hay que repetirla?	Questioning Use of English
T : (turn 54)	YES! I'm going a read the sentence, I am going a read the phrase, and I'm going a show a student, and this student have to read the vers. For instance, Sair, [its Carnival time!]	Confirmation Instruction Use of English High stress intonation  Example Initiating
S : (turn 55)	[Its carnival taim]	Pronunciation Reading Interaction
T : (turn 56)	(Its festival taime!]	Modeling Use of English
S : (turn 57)	[it's festival taim]	Pronunciation Reading interaction Interaction Speaking
T : (turn 58)	OK. You (pointed to other student) please, [de strits ar crowdid]	Positive feedback Use of English
S : (turn 59)	[de trees are crowded]	Pronunciation Reading interaction Interaction
T : (turn 60)	No señorita, léalo, The streets are..	Rapport Instruction Initiatiting

S : (turn 61)	[the strits ar]	Pronunciation Reading
T : (turn 62)	[Crawdidi]	Pronunciation Modeling
S : (turn 63)	(crowded)	Pronunciation Interaction Speaking
T : (turn 64)	YOU, (pointed to other student) [let's jaf a gud taim!]	Use of English Instruction Pronunciation
S : (turn 65)	[let's jaf a gud taim]	Interaction Reading Speaking
T : (turn 66)	YOU! [ders alweis a rison]	Use of English Pronunciation
S : (turn 67)	[ders alwais..]	Pronunciation Reading
T : (turn 68)	[always no, ALWYS]	Error correction Use of English
S : (turn 69)	[always a rison]	Interaction Use of English Speaking
T : (turn 70)	YOU! (pointing to another student) [to enyoy everyi sison]	Use of English Reading Pronunciation
S : (turn 71)	(to enyoy every sison)	Interaction Use of English
T : (turn 72)	YOU, YOU, YOU, YOU! [Hip, hip, hooray!']	Use of English Modeling
S : (turn 73)	[hip hip hip hiurray]	Use of English Interaction
T : (turn 74)	Muy bien! YOU! [Enyoi de pareid]	Positive feedback Use of English Initiation Pronunciation
S : (turn 75)	[enyoy the pareid]	Use of English Interaction Pronunciation
T : (turn 76)	OK. You, Sergio, [Hiar comes the GUINTER!]	Positive feedback Use of English Naming
S : (turn 77)	(jir comes the winter)	Interaction Pronunciation
T : (turn 78)	[Jordan, it's cold at nait] [ITS COLD AT NAIT]	Initiation Modeling High stress intonation
	(unintelligible words)	[...]
	[Its cold at nait]	Pronunciation

		Reading
S : (turn 79)	(it's cold at night)	Pronunciation Reading interaction
T : (turn 80)	YOU! [ de er is cul.. .]	Modeling Use of English
S : (turn 81)	[de er is cul]	Pronunciation Use of English
T : (turn 82)	(pero leelo). Nicole, [and the snow is wait]	Corrective feedback Instruction Modeling Pronunciation
S : (turn 83)	[the snow is wait]	Pronunciation Use of English
T : (turn 84)	Noreña [when is de Spring]	Modeling Use of English
S : (turn 85)	[wen is de Spring]	Interaction Use of English Reading interaction
T : (turn 86)	[The tris turn grin] Laura; [de tris turn grin] (de tris turn grin)	Pronunciation Use of English Interaction Naming
S: (turn 87)	Pero pronuncialo y ya...	Peer collaboration
S : (turn 88)	[de tris...]	Use of English Interaction Reading Pronunciation
T : (turn 89)	Lozano, Lozano, Lozano, [ de tris turn grin] Debes tener el cuadereno José [the tris turn grin]	Modeling Naming Classroom management Pronunciation
S : (turn 90)	[de tris trun grin]	Interaction Use of English Reading interaction
T : (turn 91)	Seguimos allá con Reinel, [der's lot of rain]	Instruction Use of English Naming Pronunciation
	Reinel ahi tienes [ders lot of rain]	Rapport Use of English Modeling
	(The teacher refers the line of the song in the book)	
S : (turn 92)	(there's lot of rain)	Interaction Use of English Reading interaction
T : (turn 93)	Muy bien, vamos allá Yeneslín, [it's estonishing] [estonishing]	Modeling Positive feedback Use of English

		Naming
S : (turn 94)	[it's estonishing]	Pronunciation Use of English
T : (turn 95)	Seguimos, [next coms de somer]	Modeling Use of English Encouragement Pronunciation
S : (turn 96)	[next coms de smer]	Pronunciation Use of English
T : (turn 97)	[with dray and sony deys] [With dray and sony deis] [with dray and sony deis]	Modeling Use of English Repetition Speaking
T : (turn 98)	[Its e hot sison]	Use of English Reading Pronunciation
S : (turn 99)	[it's e hat sison]	Interaction Use of English Reading
T : (turn 100)	[HOT HOT]	Repetition Corrective feedback
S : (turn 101)	[With skul holidays]	Uses of English Interaction Pronunciation
T : (turn 102)	[guit skul holidays]	Pronunciation Use of English Interaction
S : (turn 103)	[den is the ótom]	Pronunciation Interaction
T : (turn 104)	[den is the ótom]	Pronunciation Use of English
S : (turn 105)	[its guindy and cold]	Pronunciation Use of English
T : (turn 106)	[it's guindy and cold]	Initiation Use of English Pronunciation
S : (turn 107)	[lives fól dáun]	Interaction Use of English
T : (turn 108)	[lives fól dáun]	Initiation Use of English Interaction Reading
S : (turn 109)	[ol over the tawn]	Interaction Reading Pronunciation
T : (turn 110)	[ol over the tawn]	Initiaton Use of English Repetition Interaction

T : (turn 111)	Ok, now everybody is going to repeat after me. Everybody repeat after me [Its Carnival taim]	Instruction Use of English Initiation Pronunciation
SS : (turn 112)	[its carnival taim]	Interaction Repetition Use of English Pronunciation
T : (turn 113)	[its festival taim]	Initiation Use of English Interaction
SS : (turn 114)	[its festival taim]	Interaction Repetition Reading Speaking
T : (turn 115)	[de strits are crowded]	Initiation Use of English Interaction
SS : (turn 116)	[de strits are crowded]	Repetition Use of English Interaction Pronunciation
T : (turn 117)	[LET'S HAVE A GUD TAIME!]	Initiation Use of English Pronunciation High stress intonation
SS : (turn 118)	(let's have a gud time)	Interaction Use of English Reading interaction Repetition
T : (turn 119)	[there's always a rison]	Initiation Use of English Pronunciation
SS : (turn 120)	[always a rison]	Interaction Use of English Pronunciation
T : (turn 121)	[tu enyoy every sison]	Initiation Interaction Use of English Reading interaction Pronunciation
S : (turn 122)	[tu enyoy every sison]	Repetition Use of English Interaction Reading interaction
T : (turn 123)	[hip, hip hiuray]	Initiation Use of English Pronunciation

SS : (turn 124)	[hip, hip hiuray]	Repetition Use of English Pronunciation Reading
T : (turn 125)	[enyoy the pareid]	Initiation Use of English Pronunciation
SS : (turn 126)	[enyoy the pareid]	Repetition Use of English Pronunciation Reading interaction
T : (turn 127)	[here comes de winter]	Initiation Use of English Pronunciation Reading interaction
SS : (turn 128)	[here comes de guinter]	Repetition Use of English Pronunciation Reading interaction
T : (turn 129)	[Its cold at night]	Initiation Use of English Pronunciation Reading
SS : (turn 130)	[Its cold at night]	Repetition Use of English Pronunciation
T : (turn 131)	[de er is cul]	Initiation Use of English Pronunciation
SS: (turn 132)	[de er is cul]	Repetition Use of English Pronunciation
T : (turn 133)	[and de snow is wait]	Initiation Use of English Pronunciation Reading
SS : (turn 134)	[and de snow is wait]	Repetition Use of English Pronunciation
T : (turn 135)	[when is the Spring]	Initiation Use of English Pronunciation
SS : (turn 136)	[when is the Spring]	Repetition Use of English Pronunciation
T : (turn 137)	[de tris turn grin]	Initiation Use of English Pronunciation
S : (turn 138)	[de tris turn grin]	Repetition

		Use of English Pronunciation
T : (turn 139)	]there's a lot of rein]	Initiation Use of English Pronunciation Reading
SS : (turn 140)	[(a lot of rein]	Repetition Use of English Pronunciation Interaction
T : (turn 141)	[IT'S ESTONISHING]	Initiation Use of English Pronunciation High stress intonation
SS : (turn 142)	[It's estonishing]	Repetition Use of English Pronunciation Interaction
T : (turn 143)	[Next comes de somer]	Initiation Use of English Pronunciation
S : (turn 144)	[Next comes de somer]	Repetition Use of English Pronunciation Interaction
T : (turn 145)	[dray and suny deys]	Initiation Use of English Pronunciaiton
SS : (turn 146)	[with dray and suny deys]	Repetition Use of English Pronunciation Interaction
T : (turn 147)	[it's e hot sison]	Initiation Use of English Pronunciation
SS : (turn 148)	[it's e hot sison]	Repetition Use of English Pronunciation Interaction
T : (turn 149)	[with skul holideys] [with skul holideys] [then is the otom]	Initiation Use of English Repetition Pronunciation
SS : (turn 150)	[then is the otom]	Repetition Use of English Pronunciation
T : (turn 152)	[it's windy and cold]	Initiation Use of English Pronunciation



SS : (turn 153)	[it's windy and cold]	Repetition Use of English Pronunciation
T : (turn 154)	[[ivs fól dáun]	Initiation Use of English Pronunciation
S : (turn 155)	[livs fól dáun]	Repetition Use of English Pronunciation
T : (turn 156)	[ol over de táun] Who can read all the song? Who can read all the song? You	Initiation Use of English Pronunciation questioning
	(talking to a student)	
S : (turn 157)	[It's Car- nival taim]	Reading interaction Pronunciation Use of English
T : (turn 157)	Continue, please.	Encouragement Use of English
S : (turn 158)	[Its festival taime, de estres are...]	Reading interaction Pronunciation Use of English
T : (turn 159)	(eh, eh, eh., estrés es lo que te de a ti..)	Error correction Rapport
	(students laugh)	[...]
S : (turn 160)	(de strits )	Repetition Error correction Use of English
T : (turn 161)	OK	Positive feedback
S : (turn 162)	[de strits are crowded, lets jav a gud taim]	Reading interaction Pronunciation Use of English
T : (turn 163)	[sigue]	Translation Encouragement
S : (turn 164)	[there alwais]	Reading Pronunciation Use of English
T : (turn 165)	[ALWIS]	Error correction Use of English Interaction High stress intonation
S : (turn 166)	(Alwys rison, to enyoy every sison)	Error correction Reading interaction Pronunciation Use of English
T : (turn 167)	(to, to, to, )	Error correction Use of English Repetition
SS : (turn 168)	(TU)	Error correction

S : (turn 169)	[tu enjoy every sison, hip, hip, hurray, enjoy the.. pared]	Error correction Use of English Reading interaction
T : (turn 170)	[pareid], ponle la tilde en [éid], [páreid]. Sigue)	Pronunciation Recast with metalinguistic explanation Translation
S : (turn 171)	[jer]	Pronunciation
T : (turn 172)	[ah, ah, ah. Jiar]	Error correction Repetition Use of English
S : (turn 173)	[jire coms de guinter]	Use of English Reading
T : (turn 174)	OK	Positive feedback
S : (turn 175)	[It's cold at nait]	Use of English Reading interaction Pronunciation
T : (turn 176)	OK	Positive feedback
S : (turn 177)	(the air is kul)	Reading interaction Pronunciation Use of English
T : (turn 178)	Eh, eh, eh, ahí es de o es di)	Error correction Translation
S : (turn 179)	(de, de)	Interaction Translation
T : (turn 180)	(di)	Confirming
S : (turn 181)	(¿pero THE no es de?)	Questioning Translation
T: (turn 182)	Yordan, ¿cómo es ese mecanismo de cuando el artículo va seguido de una palabra que tiene sonido vocálico que se pronuncia como...? Viste, no estamos aquí,	Questioning Translation Previous knowledge Rapport
	(the teacher refers that the student is not paying attention to the class).	
	recuerden eso, cada rato lo repasamos. (DE) cuando la palabra comienza con sonido consonántico se pronuncia (de), y si va seguido de palabra que comienza vocálico, se pronuncia (di) (di er..)	Translation Teacher's Knowledge Error correction with metalinguistic explanation
S : (turn 183)	[di er is kul]	Reading Pronunciation Use of English
T : (turn 184)	Sigue...	Encouragement Translation
S : (turn 185)	[and de snow is guite, guit- wait]	Reading Pronunciation Use of English
T : (turn 187)	[wait] Continue...	Error correction

		Use of English Encouragement
S : (turn 188)	[wit]	Error correction Use of English Pronunciation
T : (turn 189)	(eh, eh, eh, when)	Error correction Use of English Pronunciation Rapport
S : (turn 190)	[guen is the es-pring]	Error correction Use of English Pronunciation Reading interaction
T : (turn 191)	The follow, la siguiente...	Use of English Translation
S : (turn 192)	[de tri turn grin]	Use of English Pronunciation Reading interaction
T : (turn 193)	The follow	Use of English Instruction
S : (turn 194)	[her's lot of rain- rein]	Use of English Pronunciation Reading Error correction
T : (turn 195)	The following	Use of English Instruction
S : (turn 196)	[(ts astoni –astoni- estonishing]	Use of English Pronunciation
T : (turn 197)	[it's estonishing] Continue, please.	Error correction Instruction Use of English
S : (turn 198)	[next com de sumer]	Use of English Pronunciation Reading interaction
T : (turn 199)	[sómer, sómer]	Repetition Use of English Pronunciation Explicit correction
S : (turn 200)	[sómer wi tris]	Repetition Use of English Pronunciation Reading interaction
T : (turn 201)	Oh, oh, oh	Corrective feedback
S : (turn 202)	[wuai]	Peer-correction
T : (turn 203)	[drái, drai]	Explicit correction Repetition Use of English Pronunciation
S : (turn 204)	[wai drai and suny]	Pronunciation

		Reading interaction
T : (turn 205)	[sony]	Pronunciation Explicit correction
S : (turn 206)	[sony day]	Didactic recast Use of English
T : (turn 207)	[deis]	Pronunciation
S : (turn 208)	[deis]	Error correction Pronunciation
T : (turn 209)	Sigue...	Instruction Encouragement
S : (turn 210)	[it's a hot sison]	Pronunciation Reading Use of English
T : (turn 211)	OK	Positive feedback
S : (turn 212)	[guit skul holidays]	Pronunciation Reading Use of English
T : (turn 213)	Continue please,	Instruction Encouragement
S : (turn 214)	[de is de is de au]	pronunciation
T : (turn 215)	[di ótom]	Corrective feedback Pronunciation Modeling
S : (turn 216)	[di ótom]	Pronunciation
T : (turn 217)	Continue	Encouragement Instruction
S : (turn 218)	[it's winy and col]	Reading Pronunciation Use of English
T : (turn 219)	Ok	Positive feedback
S : (turn 220)	[lif] [livs fal dón]	Pronunciation Reding
T : (turn 221)	[fol, fol, livs fól dáun]	Error correction Pronunciation Modeling
S : (turn 222)	[livs fól dáun al over the town]	Reading interaction pronunciation
T : (turn 223)	[ol over the táwn]	Error correction Modeling
S : (turn 224)	[ól over the town]	Repetition Error correction
T : (turn 225)	OK. VERY GOOD. VERY GOOD!	Positive feedback Encouragement
	(The teacher and some students clap and me too.)	
	¿quien más? You, you, please Sair	Encouragement Naming

S : (turn 226)	[Its carnival taim]	Reading Pronunciation
T : (turn 227)	The following	Instruction Use of English
S : (turn 228)	[it's carnival time, it's festival time, the stris are crowded, lets have a go time. Ther's olways]	Reading interaction Pronunciaiton Use of English
T : (turn 229)	[thers]	Error correction
S : (turn 230)	[thers olways rison to enyoy every sison, hip-hip- hurray, enyoy de pared, jiar coms de winter, it's cold at night. De eir]	Reading interaction Pronunciaiton Use of English
T : (turn 231)	[di]	Error correction Pronunciation
S : (turn 232)	[di er is kul, and de snow is wait. When is the Sprig, the strits turn grin. There's a lot of rain, it's astohin]	Reading interaction Pronunciaiton Use of English
T : (turn 233)	[éstonishing]	Pronunciation Error correction
S : (turn 234)	[estonishing. Hers come the somer wai drai and sony deys. It's a hot sison wait de skul holidays]	Reading Pronunciaiton Error correction Use of English
T : (turn 235)	OK	Positive feedback
S : (turn 236)	[thens is de ótom]	Reading interaction Pronunciaiton
T : (turn 237)	[di ótom]	Error correction Pronunciation
S : (turn 238)	[(ótom. It's windy and cold. Lif's fol down over the town]	Reading Pronunciation Use of English
T : (turn 239)	OK. VERY GOOD	Positive feedback Encouragement
	(the teacher and the students clap)	
	Very good Sair Ok. Students, see you next class.	Positive feedback Encouragement Closing

## TRANSCRIPTION OF CLASS OBSERVATION. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 19

Class observation N°. 7

Universidad del Norte

Date: August 15<sup>th</sup>, 2018

Time: 1:45 P.M.

T: Teacher

S: Student

Ss: students talk at the same time

Participants	Interaction	Categories
	(The teacher brings a USB with a song "It's Carnival Time" with which the students were working in the last two classes. The students collaborate bringing a portable television to perform the song. Track 73 Book Way to Go. After five minutes of solving technical issues, and with the students' collaboration, the song started)	
	It's Carnival time! It's festival time! The streets are crowded, Let's have a good time There's always a reason To enjoy every season Hip hip hooray! Enjoy the parade Here comes the winter It's cold at night The air is cool, And the sun is white When it's the spring The trees turn green, There's lots of rain It's astonishing! Next comes the summer With dry and sunny days It's a hot season With school holidays. Then, it's autumn It's windy and cold Leaves fall down All over the town.	Input Use of English Instructional material
S: (turn 1)	Está facilito eso...	Translation
T : (turn 2)	Facilito, ¿verdad?	Translation

	Otra vez, otra vez, vamos a seguirlo... The song was repeated 4 times, and after that the students started to follow the song on their notebooks, and I also sang the song The teacher mimes the song and the students laugh. The song was repeated 8 times more	Encouragement
S: (turn 3)	Profesor, ¿porqué no nos mandó a buscar una canción y que nos la aprendieramos y aquí colocábamos las pistas, sería SUPERRR	Functional use of language. Negotiation High stress intonation
S : (turn 4)	Oigánla... oigánla...	Functional use of language
T : (turn 5)	Bravo... vamos otra vez, vamos otra vez. One more time, luego, atendiendo una sugerencia de Saith, canta un chico y una chica. Vamos a ver quién se atreve.	Encouragement Adaptation to students
	Profesor yo canto	Student's participation
	[Its Carnival taimé, its festival taimé, the strits are crowdid, let's have a gud time, (non comprehensible word) To enyoy every sison, hip, hip, hurray, enyoy the parade. Hire comes the winter, it's cold at night, the air is kul, and the sun is wait, when is Spring, the tris turn grin (non comprehensible word)	Input Use of English Pronunciation Interaction Student's interaction Motivation
	Bravo!	Encouragement
	The teacher and the students clap, and me too.	Encouragement
	¿Quién más se anima? Three students sing the song	Encouragement Participation
	[It's Carnival time, it's festival time, the strits are crowded, lets jaf a gud time, der is always a rison to enyoy every sison, hip, hip hurray, enyoy the pareid, there's always a rison to enyoy every sison, hip, hip. Hurray, enyoy the pareid)	Input Pronunciation Use of English
T : (turn	Clap. Clap, clap.	Encouragement
	Bueno niños, gracias por su participación.	Closing

## TRANSCRIPTION OF CLASS OBSERVATION. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription N° 20

Class observation N°. 8

Universidad del Norte

Date: August 16<sup>th</sup>, 2018

Time: 1:45 P.M.

T: Teacher

S: Student

Ss: students talk at the same time

Participants	Interaction	Categories
T: (turn 1)	Ok, page 30. Exercise number one. Match the jobs to the pictures. Look, there are, one, two, three, four, five, six, seven, eight, nine pictures. Nine pictures, in front of them, there are ten jobs. Look the jobs and complete the chart. ¿Qué profesión es esa?	Instruction Use of English Instructional material  Translation
	(the teacher is talking about the words Steward and stewardess)	
S : (turn 2)	¿Piloto?	Translation
S : (turn 3)	¿Mesero?	Translation
S : (turn 4)	Azafata y azafato?	Tanslation
T : (turn 5)	And the last ones waiter and waitress	Use of English
	(The teacher is talking about the two last words waiter/waitress in the exercise one)	
S : (turn 6)	Mesero y mesera	Translation
T : (turn 7)	OK. You are going to match the pictures with the jobs. Dime ¿cuál es el trabajo del uno, cuál es el trabajo del dos, del tres, cuatro, cinco, hasta el nueve.	Instruction Use of mother tongue
	(the teacher is talking about the pictures that the students have to match with their appropriate name in the exercise 1).	
	En el cuaderno, ¿qué tienen que hacer? Página 30. Ejercicio 1. Deben colocar el nombre de la ocupación según la imagen.	Instruction Translation
S : (turn 8)	Profesor, yo no entiendo, explíqueme.	Translation Requesting



T : (turn 9)	Te voy a explicar nuevamente, en el ejercicio uno, tienes nueve imágenes, cada imagen corresponde a un trabajo que está en el cuadrado que tienes al lado. En el cuadro hay unas profesiones, unos trabajos, debes decir, qué nombre le corresponde a cada imagen. En el número 1, esa imagen ¿qué parece? ¿qué parece él?	Explanation Translation Instruction
S : (turn 10)	Abogado	Translation
T : (turn 11)	Entonces colocas, 1: chef.	Instruction Translation
T : (turn 12)	Look the differences, look the differences, the last one, the last one (the teacher is talking about the two last words waiter/waitress in the exercise one) Look the differences, look the differences, what is the difference between waiter and waitress?	Use of English  Questioning
S : (turn 13)	Pintor	Translation
T : (turn 14)	¿PINTOR? Gilbran, what is the difference? And what is the difference between air steward and stewardess?	Translation High stress intonation  Use of English
S : (turn 15)	¿Azafato y azafata?	Translation
T : (turn 16)	You are going to join the pictures with the jobs	Instruction
	(after 5 minutes, the teacher asks for checking the exercise)	
T : (turn 17)	¿Listos? Number 1?	Encouragement Timing
S : (turn 18)	Chef	Translation Vocabulary use
T : (turn 19)	¿Number 2?	Questioning
S : (turn 20)	¿cómo es que se dice?	Questioning
S : (turn 21)	Police	Use of English Vocabulary use
S : (turn 22)	(fire-faight)	Use of English
T : (turn 23)	¿cómo? [Faier faighter] Bien, vamos bien. ¿Número 3?	Questioning Clarification request Repeating Encouragement Questioning
S : (turn 24)	[Stiward]	Use of English
T : (turn 25)	[ER...]	Initiation
S : (turn 26)	[esss Stiward]	Continuing

T : (turn 27)	Repíte Noreña	Questioning Naming
S : (turn 28)	(airr steward)	Repeating
T : (turn 29)	[erstiwardis] Muy bien, vamos bien, ya la primera fila está lista. Number 1, chef, number 2, fire fighter, number 3 air stewardess, number 4, vamos en la segunda línea, ¿number 4?	Initiation Encouragement Pronunciation Repeating  Questioning
S : (turn 30)	Police	Use of English Vocabulary use
T : (turn 31)	[police officer]. Muy bien. ¿Number 5?	Use of English
S : (turn 32)	Mesera	Translation Vocabulary use
T : (turn 33)	In English	Encouragement
S : (turn 34)	[waitris]	Pronunciation
T : (turn 35)	(weitres). Muy bien. ¿Number 6?	Encouragement Translation Pronunciation Vocabulary use
S : (turn 36)	Doctor.	Translation
T : (turn 37)	Doctor. ¡Muy bien! Repetimos. Number 4 police officer, number 5 waitress, number 6 doctor, ¿number 7?	Repetition conceptualization
S : (turn 38)	(waiter)	Pronunciation Use of English
T : (turn 39)	(weiter, weiter, weiter). ¿Number 8?	Repetition Use of English Translation
S : (turn 40)	[judge]	Pronunciation Use of English
T : (turn 41)	[judge], and ¿number 9? ¿number 9?	Pronunciation Use of English Translation
S : (turn 42)	La secretaria	Translation
T : (turn 43)	¿Number 9? ¿cómo?	Translation Questioning Recast
S : (turn 44)	(ticher)	Pronunciation Speaking
T : (turn 45)	(ticher, ticher, ticher). Ok. Chequeamos. Number 1, todos me dicen...	Repetition Use of English Translation
S : (turn 46)	[Chef]	Interaction Use of English
T : (turn 47)	¿Number 2?	Use of English
S : (turn 48)	[firefalter]	Interaction

		Pronunciation
T : (turn 49)	Repeat please, [FIRE FAIGHTER],	Repetition Use of English High stress intonation Speaking
S : (turn 50)	FIRE FIGHTER	Pronunciation High stress intonation Use of English
T : (turn 51)	(FAIER..)	Initiation Use of English Speaking
SS (turn 52)	FIRE	Repetition Use of English High stress intonation Choral response
T : (turn 53)	[FAIGHTER]	Initiation Use of English Speaking
S : (turn 54)	[FAIGHTER]	Repetition Use of English
T : (turn 55)	[FAIRE FIGHTER]	Repetition Initiation Explicit correction Use of English
SS : (turn 56)	[Fairefighter]	Repetition Use of English Speaking
T : (turn 57)	Fire fighter ¿Number 3? (Eir stewardis) (Eir...)	Repetition Use of English
S : (turn 58)	[eir]	Interaction Pronunciation
T : (turn 59)	[Stiwardis] [eir]	Initiation Pronunciation
S : (turn 60)	[eir]	Interaction Pronunciation
T : (turn 61)	[stiwardis] [er stiwardis] ¿Number 4?	Repetition Pronunciation Translation
S : (turn 62)	[Police offic]	Interaction Use of English Use of vocabulary
T : (turn 63)	[Police officeERR] ¿Number 5?	Confirmation Use of English Use of vocabulary
S : (turn 64)	[waitris]	Pronunciation Use of English
T : (turn 65)	[Waitres] ¿Number 6?	Pronunciation Use of English

S : (turn 66)	Doctor	Interaction Use of English
T : (turn 67)	Doctor. ¿Number 7?	Confirmation Questioning
S : (turn 68)	[wéiter]	Interaction Pronunciation
T : (turn 69)	[wéiter]. ¿Number 8?	Pronunciation Use of English
S : (turn 70)	[yudg]	Interaction Use of English Pronunciation Use of vocabulary
T : (turn 71)	(yudge] and ¿number 9?	Pronunciation Questioning
S : (turn 72)	[ticher]	Pronunciation Use of English
T : (turn 73)	VERY VERY VERY GOOD! Exercise number 2. What is the ability? ¿cuál es la habilidad? (the teacher is talking about the ability the students have to put into practice in the exercise number 2)	Encouragement Questioning High stress intonation
S : (turn 74)	Escuchar	Interaction
T : (turn 75)	Vamos a hacer un ejercicio de listening, pero primero deben pasar ese registration form a su cuadereno	Instruction Translation Instructional material
	(the teacher refers to the chart on page 30, which the students have to complete with the information he is reading from the English Please Teacher's Book)	
	Green day school Regisgtration form Ese es un format para registrarse en algo. Yo les voy a leer ahora un diálogo entre dos personas. Esta información ustedes no la tienen en el texto, de la lectura van a sacar la información para llenar ese Registration Form. ¿Entendieron?	Instruction Translatiton  Questioning Use of mother tongue
S : (turn 76)	Si, que usted nos va a leer un texto, y tenemos que completar la información.	Translation Confirmation
T : (turn 77)	Entonces si entendiste, ¿verdad? Miren que hay información que todos conocen: First name... Surname... First name: Darcy, Jorge, Surname: Pérez, Narváez,	Confirmation  Representation

	Age Place of birth Place, place, place, (el Rodadero, Taganga, Santa Marta, Barranquilla)	
S : (turn 78)	Lugar	Interaction
T : (turn 79)	Repeat	Repetition
S : (turn 80)	Lugar de nacimiento	Translation
T : (turn 81)	Place of birth Nationality	Use of English
S : (turn 82)	Nacionalidad	Interaction Translation
T : (turn 83)	Home telephone number. ¿Teléfono de dónde?	Questioning Translation
S : (turn 84)	De la casa	Translation
T : (turn 85)	Vamos a otra parte. Dice: Mother's name	Use of English Rapport
	(The teacher is talking about other section of the registration form)	
S : (turn 86)	Nombre de la madre	Translation Accurate answers
T : (turn 87)	Age Edad de la madre Occupation	Use of English Translation
S : (turn 88)	La ocupación de la mama	Translation Interaction
T : (turn 89)	Vamos a otro lado: Father's name	Use of English Rapport
S : (turn 90)	Nombre del padre	Translation Pupils talk-response
T : (turn 91)	Age	Use of English
S : (turn 92)	La edad	Translation Accurate answers
T : (turn 93)	La edad. Occupation	Confirmation
	La ocupación. Y por ultimo, la última información es: Mobile telephone number. El teléfono de quien va a llenar el format. Ready? I'm going to read the dialogue, pay attention, please. I'm going a read the dialogue and you are going to extract the information to complete the registration form	Translation Instruction Teacher's explanation
	(The teacher is reading a text, which the students have to complete the chart on page 30. Book: English Please Green day School	Input Use of English

	<p>A: Good morning, May I help you?</p> <p>B: Yes, please, my name is Kiara Gómez and I want to register for the English course. Yes, of course.</p> <p>A: Can I take some personal details please?</p> <p>B: Yes, that's fine.</p> <p>A: your first name is Kiara, is that Q- U-I-A-R- A?</p> <p>B: No, It's K- I- A- R- A</p> <p>A: And what's your surname?</p> <p>B: It's Gómez</p> <p>A: Is that G-O- M- E- Z</p> <p>B: Yes, that's correct</p> <p>A: Kiara, how old are you?</p> <p>B: I'm fifteen</p> <p>A: Are you Colombian?</p> <p>B: No, I'm not. I'm from Spain</p> <p>A: Ok. Please, tell me about your parents.</p> <p>B: My mother's name is Elena, she's 42 years old, and she works in a restaurant.</p> <p>A: Is she a chef?</p> <p>B: No, she isn't. She is a waitress.</p> <p>A: Ok. What about your father?</p> <p>My father's name is Pablo, he is 45 years old and he works in a school.</p> <p>A: Is he a teacher?</p> <p>B: Yes, he is a Math teacher.</p> <p>A: Can you give me your home and mobile number please.</p> <p>B: Yes, my home phone number is 4552189 and my mobile is 3447120075.</p> <p>A: Could you repeat that please?</p> <p>B: Yes, of course. My home phone number is 4552189 and my mobile is 3447120075.</p> <p>A: Thank you Kiara, will contact you soon.</p> <p>B: thank you, bye.</p>	Instructional material
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T: (turn 94)	Vamos a ver si captaron First name	Questioning Use of English
SS : (turn 95)	Kiara	Interaction Listening comprehension Accurate answers
T: (turn 96)	Surname	Use of English
S : (turn 97)	Gómez	Pupil talk-response

		Listening comprehension Accurate answers
T : (turn 98)	Age. (éich) (donde dice age) la edad	Pronunciation Translation
S : (turn 99)	Quince	Interaction Listening comprehension Use of mother tongue
T : (turn 100)	OK. fifteen	Confirmation
S : (turn 101)	3447120075	Interaction Listening comprehension Accurate answers
T : (turn 102)	¿qué número dijiste?	Questioning Asking for clarification
S : (turn 103)	Tres cuarenta y cuatro siete doce cero cero setenta y cinco	Listening comprehension Pupil talk-response Translation
T : (turn 104)	Ok. Very good. Place of Birth?	Encouragement Questioning
S : (turn 105)	España	Interaction Pupil talk-response
T : (turn 106)	In English	Encouragement
S : (turn 107)	Spain	Use of English Interaction
T : (turn 108)	Nationality	Questioning
S : (turn 109)	Española	Translation Interaction
T : (turn 110)	Ok, Ok, very good, very good.	Encouragement
	Ahora vamos a revisar el punto 3 (in this exercise, the students have to match the information related with the exercise 2) 3) Match the questions and answers. Look at exercise 2 to help you. (page 30. English Please, Student Book). a) Is Kiara a student? 1) Yes he is. b) Are Pablo and Elena her parents? 2) Yes, they are. c) Is Pablo 25 years old? 3) Yes, she is. d) Is Elena a chef? 4) No, she isn't. e) Is Pablo a teacher? 5) No, they aren't. f) Are they Chilean? 6) No, he isn't.	Instruction Instructional material
	¿con qué número?	Questioning Translation

	(the teacher is talking about the two columns in the exercise 3).	
S : (turn 111)	Con el 3	Pupil talk-response Translation
T : (turn 112)	Correcto ¿B?	Positive feedback Translation Questioning
S : (turn 113)	Con el 2	Interaction Pupil talk-response Translation
T : (turn 114)	Correcto ¿C?	Encouragement Translation Questioning
S : (turn 115)	Con el 6	Use of mother tongue
T : (turn 116)	Correcto ¿D?	Encouragement Questioning
S : (turn 117)	Con el cuatro.	Use of mother tongue Interaction Accurate answers
T : (turn 118)	Correcto ¿E?	Positive feedback Questioning
S : (turn 119)	Con el 1	Pupil talk-response Translation
T : (turn 120)	¿F?	Interaction Questioning
S : (turn 121)	Con el 5	Translation Interaction
T : (turn 122)	Miren las respuestas, yes, he is. Yes, they are. Yes, she is. No, she isn't. No they aren't. No he isn't. ¿Si ven las respuestas? Todas son respuestas ¿qué? Short. Short answers. ¿Respuestas qué?	Questioning  Expansion
S : (turn 123)	Correctas	Interaction Translation
T : (turn 124)	Short	Interaction Use of English
	(the teacher mimes, Long, Short, showing his arm)	Body language
S : (turn 125)	Cortas	Translation
T : (turn 126)	Ok. Close your books. Ahora les voy a hacer unas preguntas sobre las respuestas cortas que estaban ahí. Yes, he is. No, she isn't. Yes, they are. Etc. Is Kiara a student?	Positive feedback Instruction Translation  Questioning
S : (turn 127)	Yes,	Pupils talk-response



T : (turn 128)	Is Kiara a student?	Clarification request Questioning
S : (turn 129)	Yes, she is	Interaction Use of English
T : (turn 130)	¿CÓMO?	Questioning High stress intonation Clarificatioin requests Repetition
S : (turn 131)	Yes, she is	Use of English Interaction
T : (turn 132)	Correcto. Otra pregunta Are Pablo and Elena her parents?	Positive feedback Questioning
S : (turn 133)	YES, yes,	Pupil talk-response
S : (turn 134)	They are	Interaction
T : (turn 135)	Ok, very good. Yes, they are. Otra pregunta. Is Pablo 25 years old?	Positive feedback Use of English Repeteition Questioning
S : (turn 136)	NO.	Interaction
T : (turn 137)	Repetimos la pregunta, Is Pablo 25 years old? No, ¿qué?	Repetition Questioning Clarification request
S : (turn 138)	No he isn't	Interaction Use of English
T : (turn 139)	OK. Otra pregunta Is Elena a chef?	Positive feedback Questioning
S : (turn 140)	No, [ shhhee..]	Interaction Pupil talk-response
T : (turn 141)	No, [shi.. No, shi..]	Repetition Initiation
S : (turn 142)	Is	Collaborative learning
T : (turn 143)	Repeat!	Ordering
S : (turn 144)	No, she isn't	Use of English
T : (turn 145)	Ok. Very good! No, she isn't. Otra pregunta, Is Pablo a teacher?	Positive feedback Ineraction Questioning Confirmation
S : (turn 146)	Yes,	Interaction
T : (turn 147)	Yes, yes, Is Pablo a teacher? Yes, ... Yes.. he	Confirming Questioning Initiation
S : (turn 148)	Is	Interaction
T : (turn 149)	Repeat	Ordering
S : (turn 150)	Yes, he is	Use of language
T : (turn 151)	Very good. Is Pablo a teacher? Yes, he is. And the last one, la última. Are	Positive feedback Questioning

	they Chilean?	
SS: (turn 152)	NO,	Pupils talk-rsponse High stress intonation
T : (turn 153)	No, they	Initiation
S : (turn 154)	Are	Interaction Pupil talk-response
S : (turn 155)	Aren't	Collaboarative learning
S : (turn 156)	No, they aren't	Interaction Use of English.
	Bravo, (the teacher, the students and me clap). Congratulations. Todos se merecen un 11. (students laugh)	Closing the class.  Teacher's rapport

## APPENDIX G. Transcription of teacher's interview school number 2.

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Transcription number 21

Teacher's interview number 2

Universidad del Norte

Date: August 17<sup>th</sup>, 2018

Time: 3:45 P.M.

Interviewer: Jasmín Bolívar C.

Interviewed Teacher: (IT)

Paricipants	Ineraction	Categories
R: (turn 1)	-Nos encontramos en una institución pública de la ciudad de Santa Marta, con el docente: José López para desarrollar el trabajo de investigación en la Maestría de la Enseñanza del Inglés. En primer lugar le agradezco mucho su participación y su colaboración en este proceso. Este es un instrumento que hace parte de la investigación. ¿cuál es su experiencia como docente de inglés?	Presentation Explanation
T : (turn 2)	Treinta y dos años de experiencia formando estudiantes en la media y en la básica secundaria.	Teacher's experience
R : (turn 3)	¿cuál es su formación como docente de inglés?	English teacher's experience
T : (turn 4)	Soy Licenciado en Lenguas Modernas de la Universidad Tecnológica del Magdalena, graduado en 1985.	English teacher's experience
R : (turn 5)	¿Qué enfoque utiliza en el desarrollo de sus clases?	Teacher's methohdology
T : (turn 6)	Primordialmente el enfoque comunicativo	Teacher's methohdology Communicative approach
R : (turn 7)	¿qué actividades realiza para desarrollar este enfoque en los estudiantes?	Teacher's methohdology
T : (turn 8)	El material de apoyo que utilizamos en la institución más clases alternas que tengan que ver con el desarrollo del tema que estamos viendo en un momento determinado.	Materials
R : (turn 9)	¿Cuál es su metodología para ayudar a los estudiantes a fortalecer la habilidad del speaking?	Teacher's methohdology Speaking
T : (turn 10)	Mmmm con las repeticiones, con frases sobre el tema, ehh poniéndolos a que	Teacher's methohdology

	repitan constantemente las frases, repitiendo saludos, para que se les vaya grabando en sus mentes y que nunca lo olviden, y sobre todo que vayan desarrollando la habilidad del habla con los compañeros.	Repetition Use of language Speaking development Interaction
R : (turn 11)	¿Y esas estrategias sienten que han sido efectivas para ayudar a los estudiantes en este propósito?	Teacher's methodology
T : (turn 12)	Si, han sido efectivas, sobre todo que nos han ayudado mucho que estamos inmersos en el Programa de Bilingüismo y con la ayuda de los fellows, de los jóvenes extranjeros que vienen a ayudarnos, eso nos ha colaborado mucho y ha influenciado mucho en el desarrollo de las clases de inglés.	Use of English
R : (turn 13)	Ehh ¿aún se encuentran los fellows en la institución?	
T : (turn 14)	NO, ellos, pues por órdenes del gobierno, estuvieron hasta junio, ahora en el segundo semestre estamos siguiendo el mismo material, pero ya solamente trabajando los profesores de base.	
R : (turn 15)	¿Cómo evidencia usted que los estudiantes van desarrollando la habilidad oral?	Teacher's methodology Oral skill development
T : (turn 16)	Eh, en el , en el contacto con ellos mismos, ellos ya no se saludan en español, ya se saludan en inglés, ya piden el agua en la tienda en inglés, ya los permisos para ir al baño, utilizan el inglés, cuando antes todas esas cositas de la rutina la utilizaban en español, y han cambiado esa manera de comunicarse con sus compañeros y con los demás profesores, ya en el idioma extranjero inglés.	Repetition Use of English Camaraderie English interaction
R : (turn 17)	¿Y las otras personas les entienden cuando los estudiantes hablan en inglés?	English interaction Use of English
T : (turn 18)	No siempre, pero ellos tartan de hacerse entender.	Use of language
R : (turn 19)	¿Cuál de las siguientes habilidades, listening, writing, speaking or reading se desarrollan más en las clases de inglés?	English skills
T : (turn 20)	Listening, listening es la que más desarrollamos en las clases.	Listening skill
R : (turn 21)	¿Por qué se enfoca más en esa habilidad?	Listening skill
T : (turn 22)	Porque el oído es un mecanismo	Listening skill

	importante para que ellos vayan grabando el idioma extranjero, mientras ellos escuchan pueden ir repitiendo y ahí se va explicando la parte grammatical, ellos escuchan, repiten, preguntan, que pasa y tratamos, tratamos de que la clase sea toda en inglés, entonces ellos ahí desarrollan mucho más la habilidad del listening	Repetition Use of English
R : (turn 23)	¿El listening les ha ayudado para desarrollar el speaking?	Listening skill Speaking skill
T : (turn 24)	SÍ, mucho, mucho, mucho, bastante, en forma ostensible nos ha colaborado la habilidad del listening en el desarrollo de la clase de inglés y sobre todo que ellos están más inmersos en la clase de inglés	Listening skill
R : (turn 25)	¿Cómo ayuda a los estudiantes a desarrollar las competencias comunicativas en inglés?	Teacher's methodology Development of Communicative competences
T : (turn 26)	Pues las competencias comunicativas ayudamos a los niños con el material de apoyo que tenemos que son dos tipos diferentes de textos, uno de 6° a 8° y otro de 9° a 11°, y con ellos vamos desarrollando esas habilidades. El material de apoyo nos ha servido bastante para desarrollar todo lo inmerso que tiene la clase de inglés.	of Communicative competences Development Instructional materials
R : (turn 27)	¿Si algún estudiante comete un error al pronunciar una palabra, cómo lo corrige usted?	Error correction
T : (turn 28)	Pues se le hace la pronunciación correcta, y se le pide, se le solicita que la repita varias veces, hasta que uno está seguro de que la está pronunciando correctamente.	Corrective feedback English pronunciation Repetition
R : (turn 29)	¿Cómo estimula a los estudiantes cuando responden adecuadamente durante el desarrollo de las actividades?	Positive feedback
T : (turn 30)	Bueno, lo que más les gusta a ellos, una buena nota, y además con frases de felicitaciones, el abrazo, el aplauso, con cosas que les levante el ánimo.	Grading Positive feedback Motivation
R : (turn 31)	¿Qué frases les dice usted?	Use of language
T : (turn 32)	Oh VERY GOOD! YOU ARE A GOOD STUDENT! VERY GOOD! CLAP, CLAP, CLAP, Everybody please, clap to	Motivation Positive feedback Use of English

	the student!. Frases así que los niños se den cuenta que están haciendo las cosas bien. Frases motivacionales.	Encouragement
R : (turn 33)	¿Además de los libros, utiliza otros materiales para desarrollar las clases de inglés?	Materials
T : (turn 34)	Bueno, tenemos diccionarios, tenemos dos colecciones de libros que nos mandó el Ministerio de Educación, una que se llama Way to Go, que la utilizamos de 6° a 8°, y otra que se llama English Please, que la utilizamos de 9° a 11°. Con ese material de apoyo, que gracias a que estábamos en el Programa Nacional de Bilingüismo, es con los que estamos trabajando en estos años.	Materials Instructional material
R : (turn 35)	¿Durante sus estudios de básica primaria, tuvo formación en el idioma extranjero inglés?	Questioning
T : (turn 36)	NO, yo estudié hace muchos años y en ese entonces no nos daban clases de inglés en la básica primaria.	Lack of learning English in primary school
R : (turn 37)	Bueno professor, le agradezco mucho su participación y su colaboración en este proceso.	Thanks
T : (turn 38)	No, de nada, aquí estamos para ayudarnos, todos somos bomberos como decimos, y tenemos que apagar nuestros fuegos nosotros mismos.	Camaraderie Closing
R : (turn 39)	Si señor, muchas gracias profe.	Thanks Closing

## APPENDIX H: TRANSCRIPTION OF STUDENT'S INTERVIEW. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Researcher: Jasmin Bolívar C.

Transcription N° 22

Student's interview N° 7

Universidad del Norte

Date: August 20th, 2018

Time: 3:30 P.M

Researcher: Jasmín Bolívar ( R)

IS: interviewed Student

Participant	Interaction	Categories
R : (turn 1)	Buenas tardes, nos encontramos en una institución educativa de la ciudad de Santa Marta, nos encontramos con la estudiante:	Presentation
S1 : (turn 2)	María Arias	Student's interaction
R : (turn 3)	María, la actividad que vamos a desarrollar corresponde a la entrevista, que hace parte de uno de los instrumentos que debo aplicar en el desarrollo de mi Proyecto de Investigación en la Maestría en la Enseñanza del Inglés. ¿te gusta la forma como se desarrollan las clases de inglés?	Presentation Questioning English class development
S1 : (turn 4)	SI porque o sea es de una manera didáctica que uno puede aprender fácil, o sea él le repite y si uno no entiende, él lo pone a repetir a uno hasta que se le quede lo que le está enseñando a uno.	Teacher's methodology Repetition
	(when the student refers "él", she refers to the teacher).	
R : (turn 5)	¿Qué actividades te gusta desarrollar en la clase de inglés?	Questioning English activities
S1 : (turn 6)	O seaaa, (...) las actividades que trae él, todas son (,,) buenas actividades porque o sea... él un día nos trajo unas imágenes, y teníamos que armar oraciones y eso...	Input Use of grammar Playful activities
R : (turn 7)	¿y esas actividades te ayudan a desarrollar el speaking? ¿el hablar?	Questioning Speaking
S1 : (turn 8)	¿el hablar? Sí, si por que él le dice a uno, no esa palabra se dice así, y si uno no entiende, hasta que uno la	Repetition

	diga, no lo deja, ¿si me entiende?	
R : (turn 9)	En las clases de inglés se desarrollan las competencias comunicativas?	Questioning Communicative competences
S1 : (turn 10)	Sí, porque uno le puede preguntar a él y si uno no sabe, uno le pregunta y él le dice a uno como se hace, si está mal o está bien, y lo guía, si me entiende, él no va poniendo uno, sino que él lo va enseñando y enseñando a uno.	Questioning Teacher's guide
R : (turn 11)	¿sientes que algunas de las actividades que se realizan no favorecen el desarrollo de la competencia oral?	Questioning Oral skills
S1 : (turn 12)	NOO, las actividades que pone el professor, o sea todas estamos en capacidad nosotros de responderle.	Student's knowledge High stress intonation
R : (turn 13)	Ok. ¿qué metodología utiliza el docente para desarrollar la habilidad oral en los estudiantes?	Questioning Teacher's methodology Oral skills development
S1 : (turn 14)	O sea, él repite y pone a todos a repetir después de él, muestra imágenes para saber dónde están las cosas, las palabras, cómo decirlas, diccionarios, así.	Repetition Input Materials
R : (turn 15)	¿Hay alguna aspecto de la metodología utilizada por el docente que desearías que se mejorara?	Questioning Teacher's methodology
S1 : (turn 16)	No, hasta ahora, todo bien.	Student's confidence
R : (turn 17)	¿En sus estudios de básica primaria tuvo formación de inglés?	Questioning
S1 : (turn 18)	Si, pero fue o sea, muy básico, ponian imágenes y uno tenia que ponerle el nombre o sea era muy básico, o sea al bachillerato llegamos como con ningún conocimiento del inglés.	Lack of learning English in primary school
R : (turn 19)	Ehh... si cometes un error, ¿cómo te gusta que te corrijan?	Questioning Error correction
S1 : (turn 20)	El profesor vuelve y le explica a uno, y le sigue enseñando y le va explicanco, si me entiende...	Teacher's support
R : (turn 21)	¿Y así corrigen los errores?	Questioning Error correction
S1 : (turn 22)	Si, porque si uno dice, no tal, y hasta que a uno le salga bien, él no le pone la mala nota, sino que lo va enseñando.	Teacher's support Functional use of language
R : (turn 23)	Bueno, muchas gracias por su participación.	Thanks Closing



## TRANSCRIPTION OF STUDENT'S INTERVIEW. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Researcher: Jasmin Bolívar C.

Transcription N° 23

Student's interview N° 8

Universidad del Norte

Date: August 20th, 2018

Time: 3:45 P.M

Researcher: Jasmín Bolívar ( R)

IS: interviewed Student

R : (turn 1)	Buenas tardes, nos encontramos en una institución educativa de la ciudad de Santa Marta, nos encontramos con la estudiante:	Presentation
IS : (turn 2)	Lucía Ramírez	Pupils talk-response
R : (turn 3)	Lucía, la actividad que vamos a desarrollar corresponde a la entrevista, que hace parte de uno de los instrumentos que debo aplicar en el desarrollo de mi Proyecto de Investigación en la Maestría en la Enseñanza del Inglés. ¿Te gusta la forma como se desarrollan las clases de inglés?	Presentation Explanation
IS : (turn 4)	Sí, me parecen muy bien.	Student's confidence
R : (turn 4)	¿Por qué?	Questioning
IS : (turn 5)	Por que o sea, él (refiriéndose al docente) tiene como que un método de uno aprender inglés más fácil. Y por ejemplo, YO, como que me he desarrollado más en inglés con facilidad.	Teacher's methodology Student's confidence
R : (turn 6)	¿cuál es el método que utiliza el docente en la clase de inglés?	Questioning Teacher's methodology
IS : (turn 7)	A veces coge, como (...) como decirle, eh como por decir como una forma ehmm... como una forma divertida, no se, por decirlo así, más fácil, diciendo chistes y como cosas en inglés, y uno como que por ahí lo va cogiendo como más fácil, uno le encuentra la lógica y dice, ah OK.	Playful activities Use of fillers
R : (turn 8)	¿Qué actividades te gusta	Questioning

	desarrollar en la clase de inglés?	English activities
IS: (turn 9)	Por ejemplo, cuando nos ponen en ronda, nos pone a decir, como por ejemplo qué hizo un día anterior, o así, pero todo en inglés	Playful activities
R : (turn 10)	¿Y esas actividades te ayudan a desarrollar el speaking, el habla?	Questioning
IS : (turn 11)	Si, bastante, pues a mí me ha ayudado bastante, y he visto que algunos compañeros que no habían desarrollado el habla en inglés, lo han desarrollado con el profesor muy bien.	Student's knowledge Student's confidence
R : (turn 12)	¿en la clase de inglés se desarrollan las competencias comunicativas?	Questioning Silence Oral skills development Communicative competences development
IS : (turn 13)	Sí, bastante.	Answering
R : (turn 14)	¿cómo evidencias esto en tu proceso del aprendizaje del inglés?	Questioning
IS : (turn 15)	¿cómo lo evidencia? Ehmm (35 seconds after) hay personas que por decir, no hablaban tanto en inglés, y con él, con los métodos que él ha hecho en clase, han ido desarrollando y se han especializado en eso.	Silence Speaking
R : (turn 16)	¿sientes que alguna o algunas de las actividades que se realizan no favorecen el desarrollo de la competencia oral?	Questioning Teacher's methodology
IS : (turn 17)	Pues a mí me han desarrollado, y he visto algunos estudiantes que si han desarrollado esto.	Student's confidence
R : (turn 18)	¿Qué metodología utiliza el docente para desarrollar la habilidad oral en los estudiantes?	Questioning Teacher's methodology
IS : (turn 19)	Por ejemplo, a veces él empieza a hablar con nosotros de actividades que hicimos, por ejemplo en el fin de semana, siempre como que trata de hacernos hablar en inglés.	Speaking
R : (turn 20)	¿hay algún aspecto de la metodología que desearías que se mejorara?	Questioning Teacher's methodology
IS : (turn 21)	Ummmm (5 seconds) pues por el momento no.	Student's confidence
R : (turn 22)	¿en sus estudios de básica primaria	Questioning

	tuvo formación de inglés?	
IS : (turn 23)	Si, pero no realizaron como que varios métodos como para darle importancia a uno como para aprender el inglés con más facilidad.	Lack of learning English in primary school
R : (turn 24)	¿cuando cometes algún error, cómo desearías que te corrigieran?	Questioning Student's error correction
IS : (turn 25)	Que me digan donde me equivoco, y con la corrección yo repito y así aprendo.	Student's confidence Repetition
R : (turn 26)	Bueno, muchas gracias por su participación.	Thanks. Closing
IS : (turn 27)	A usted. A la orden.	

## TRANSCRIPTION OF STUDENT'S INTERVIEW. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Researcher: Jasmin Bolívar C.

Transcription N° 24

Student's interview N° 9

Universidad del Norte

Date: August 20th, 2018

Time: 4:00 P.M

Researcher: Jasmín Bolívar ( R)

IS: interviewed Student

R : (turn 1)	Buenas tardes, nos encontramos en una institución educativa de la ciudad de Santa Marta, nos encontramos con el estudiante:	Presentation
IS : (turn 2)	José Pérez	Students's presentation
R : (turn 3)	José, la actividad que vamos a desarrollar corresponde a la entrevista, que hace parte de uno de los instrumentos que debo aplicar en el desarrollo de mi Proyecto de Investigación en la Maestría en la Enseñanza del Inglés. ¿te gusta la forma como se desarrollan las clases de inglés?	Presentation  Questioning
IS : (turn 4)	Sii	Student's interaction
R : (turn 5)	¿Por qué?	Questioning
IS : (turn 6)	Porque el profesor sabe explicar y con las dinámicas que hace él, entendemos muy bien.	Student's confidence
R : (turn 7)	¿Qué dinámicas hacen?	Questioning
IS : (turn 8)	Pues nos pone a cantar, a ver imágenes en inglés, y tenemos que armar frases con las imágenes.	Student's interaction Input Playful activities Use of grammar
R : (turn 9)	¿Esas actividades favorecen el desarrollo de la actividad oral, el speaking?	Questioning speaking
IS : (turn 10)	Sí.	Confirming
R : (turn 11)	¿cómo?	Questioning
IS : (turn 12)	Puesss, aprendemos más a pronunciar las palabras por lo que, por ejemplo, con la canción se nos graba más, porque él las repite y las repite.	Pronunciation Input  Repetition
R : (turn 13)	¿En la clase de inglés se desarrollan las	Questioning

	competencias comunicativas?	Communicative competences
IS : (turn 14)	Sii	Confirming
R : (turn 15)	¿cómo evidencias esto en tu proceso de aprendizaje del inglés?	Questioning English learning process
IS : (turn 16)	Pues, porque por ejemplo, si vamos a pedir un permiso, o algo así, lo decimos en inglés, o por ejemplo, si vamos a decir Good-bye, o algo así	Use of English
R : (turn 17)	¿qué expresiones utilizan en la clase?	Questioning
IS : (turn 18)	Pues, el saludo, eh... la oración y la despedida.	Routines
R : (turn 19)	Ehh, ¿cómo se da el desarrollo de las competencias comunicativas en la clase de inglés?	Questioning Communicative competences
IS : (turn 20)	Bien, el profesor nos hace preguntas y nos pone a cantar, y así desarrollamos la comunicación en inglés.	Questioning Input
R : (turn 21)	¿Sientes que alguna o algunas de las actividades que se realizan no favorecen el desarrollo de la competencia oral?	Questioning Oral skills development
IS : (turn 22)	No, todo es... pues si el profesor lo pone es porque está bien.	Student's confidence
R : (turn 23)	¿qué metodología utiliza el docente para desarrollar la habilidad oral en los estudiantes?	Questioning Teacher's methodology
IS : (turn 24)	Pues frases, canciones, usamos libros, diccionarios, el profesor repite, pone a repetir a todos después de él, y muestra imágenes donde están las cosas, las palabras,	Use of resources Input Repetition
R : (turn 25)	¿hay algún aspecto de la metodología del docente que desearías que se mejorara?	Questioning Teacher's methodology
IS : (turn 26)	No	confirming
R : (turn 27)	¿En sus estudios de básica primaria, tuvo formación en inglés?	Questioning Basic English knowledge skills
IS: (turn 28)	Sí	Confirming
R : (turn 29)	¿y cómo fue el proceso?	Questioning
IS : (turn 30)	Ummmm, no muy bueno, sólo algunas cosas básicas.	Lack of English knowledge skills
R : (turn 31)	¿cuando cometes un error, cómo desearías que te corrigieran?	Questioning Error correction
IS : (turn 32)	Puesss, no se, por lo que no me gusta cometer errores, entonces trato de que lo que haga quede bien.	Student's error correction

R : (turn 33)	¿Y cuando tus compañeros cometen algún error, cómo los corrigen?	Student's error correction
IS : (turn 34)	Pues el profesor lo repite, y hace que no lo cometan más.	Repetition
R : (turn 35)	Muchas gracias por su participación y colaboración.	Thanks.
IS : (turn 36)	A la orden.	

## TRANSCRIPTION OF STUDENT'S INTERVIEW. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Researcher: Jasmin Bolívar C.

Transcription N° 25

Student's interview N° 10

Universidad del Norte

Date: August 21st, 2018

Time: 3:30 P.M

Researcher: Jasmín Bolívar ( R)

IS: interviewed Student

R : (turn 1)	Buenas tardes, nos encontramos en una institución educativa de la ciudad de Santa Marta, nos encontramos con el estudiante:	Presentation
IS : (turn 2)	Ángel Ortiz	Student's presentation
R : (turn 3)	Ángel, la actividad que vamos a desarrollar corresponde a la entrevista, que hace parte de uno de los instrumentos que debo aplicar en el desarrollo de mi Proyecto de Investigación en la Maestría en la Enseñanza del Inglés. ¿Te gusta la forma como se desarrollan las clases de inglés?	Presentation  Questioning
IS: (turn 4)	Claro.	confirming
R : (turn 5)	¿Por qué?	Questioning
IS: (turn 6)	Pues, por lo que el profesor es muy sencillo y nos explica bien, y de verdad nosotros le entendemos bastante.	Teacher's knowledge
R : (turn 7)	Ok. ¿qué actividades te gusta realizar en la clase de inglés?	Questioning English activities
IS: (turn 8)	Pues más que todo cuando nos pone a traducir y a producir las palabras.	Translation
R : (turn 9)	¿Eso te ayuda ehh para desarrollar la habilidad oral?	Oral skills
IS: (turn 10)	SÍ	Confirming
R : (turn 11)	¿cómo?	Questioning
IS : (turn 12)	Pues que ya comprendemos mejor los textos y comprendemos más cuando escuchamos algo en inglés, un diálogo, una canción, etc.	Reading comprehension
R : (turn 13)	¿En la clase de inglés se desarrollan las	Communicative

	competencias comunicativas?	competences
IS : (turn 14)	Si señora.	Confirming
R : (turn 15)	¿cómo evidencias el desarrollo de estas competencias en tu proceso de aprendizaje del inglés?	Questioning English learning process
IS : (turn 16)	Pues por lo que ya, cuando nos ponen una lectura que nosotros no entendíamos casi, pues ya algunos compañeros ya sabemos pronunciar las palabras nuevas y sabemos más o menos de qué se trata	Reading comprehension pronunciation
R : (turn 17)	¿cómo se da el desarrollo de las competencias comunicativas en la clase de inglés?	Questioning Communicative competences
IS : (turn 18)	Pues... de modo que nosotros los compañeros nos hacemos en grupo, vamos haciendo nuestro trabajo, que vamos a suponer que hacemos como una competencia que están como hablando dos compañeros, y nosotros lo comenzamos a traducir y tenemos que pasar al frente y suponer que estamos haciendo eso. Una representación.	Playfuy activities
R : (turn 19)	¿Siente que algunas de las actividades que se realizan no favorecen el desarrollo de la competencia oral?	Questioning Oral skills
IS : (turn 20)	Todas, o sea, todas siento que son... bien, nos ayudan a desarrollar la competencia oral.	Oral skills
R : (turn 21)	¿Qué metodología utiliza el docente para desarrollar la habilidad oral de los estudiantes?	Teacher's methodology
IS : (turn 22)	Pues todo el trabajo que nos pone a hacer se hace con los libros de inglés que tenemos.	Input Materials
R : (turn 23)	¿Hay algún aspecto de la metodología empleada por el docente que desearías que se mejorara?	Questioning Teacher's methodology
IS : (turn 24)	Pues no, porque el profesor así com va, vamos bien.	Student's confidence
R : (turn 25)	¿En sus estudios de básica primaria tuvo formación del idioma inglés?	Basic English knowledge skills
IS : (turn 26)	Si, pero fue como muy básico, solo unas pocas clases.	Lack of English knowledge skills
R : (turn 27)	¿Cuando cometes un error, cómo desearías que te corrigieran?	Questioning Error correction
IS : (turn 28)	Pues que el profesor me oriente dependiendo del error, y que me corrija	Error correction Repetition



	ya sea haciéndome repetir las palabras, o si es de gramática, que me enseñe la correcta escritura de las palabras y el orden adecuado para hacer las oraciones pues de una forma correcta.	Use of grammar
R : (turn 29)	Muchas gracias por su amable participación y colaboración en este proyecto.	Thanks Closing
IS : (turn 30)	Con gusto.	Student's confidence

## TRANSCRIPTION OF STUDENT'S INTERVIEW. SCHOOL NUMBER 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Researcher: Jasmin Bolívar C.

Transcription N° 26

Student's interview N° 11

Universidad del Norte

Date: August 21st, 2018

Time: 3:45 P.M

Researcher: Jasmín Bolívar ( R)

IS: interviewed Student

R : (turn 1)	Buenas tardes, nos encontramos en una institución educativa de la ciudad de Santa Marta, nos encontramos con el estudiante:	Presentation
S5 : (turn 2)	Andrea Ortiz	Student's presentation
R : (turn 3)	Ándrea, la actividad que vamos a desarrollar corresponde a la entrevista, que hace parte de uno de los instrumentos que debo aplicar en el desarrollo de mi Proyecto de Investigación en la Maestría en la Enseñanza del Inglés. ¿Te gusta la forma como se desarrollan las clases de inglés?	Presentation  Questioning
IS : (turn 4)	Mucho	confirming
R : (turn 5)	¿por qué?	Questioning
IS : (turn 6)	Porque el profesor nos explica muy bien, y aparte, ehh antes de salir de vacaciones, estuvimos con una persona bilingüe, una persona extranjera, y pues nos explicaba muy bien las clases,	Student's confidence Teacher's methodology Use of English
R : (turn 7)	¿Cómo les ayudó en su proceso de aprendizaje del inglés, el compartir con personas nativas?	Use of English
IS : (turn 8)	Pues aprendimos la pronunciación, juegos, dinámicas, etc.	Pronunciation
R : (turn 9)	¿Qué actividades te gusta desarrollar en la clase de inglés?	English activities
IS : (turn 10)	Socializar, me gusta socializar bastante las clases, y escuchar.	Interaction
R : (turn 11)	¿Sientes que estas actividades favorecen el desarrollo del speaking, es decir, hablar?	Speaking
IS : (turn 12)	Sí, mucho.	Confirming
R : (turn 13)	¿cómo?	Questioning

IS : (turn 14)	En la pronunciación de las palabras, y el escuchar me sirve en la medida en que cuando uno va escuchando cada palabra que dice el profesor o sea, uno trata como de repetirla y sale casi parecida a la que él pronuncia, entonces sí ayuda a la estimulación del habla.	Pronunciation Repetition
R : (turn 15)	¿En la clase de inglés se desarrollan las competencias comunicativas?	Communicative competences
IS: (turn 16)	Sí.	Confirming
R : (turn 17)	¿cómo evidencias esto en tu proceso de aprendizaje del inglés?	English learning process
IS: (turn 18)	En la socialización cuando ponemos en práctica las lecturas de las clases.	Interaction
R : (turn 19)	Ehh, sientes que algunas de las actividades que se realizan no favorecen el desarrollo de la competencia oral?	Questioning Oral skills
IS : (turn 20)	No.	confirming
R : (turn 21)	¿qué metodología utiliza el docente para desarrollar la actividad oral en los estudiantes?	Questioning Teacher's methodology
IS : (turn 22)	Hablamos en inglés, nos explica cosas, nos hace señas para entender mejor las palabras y lo que él nos está diciendo, también con los textos que encontramos en los libros, y allí se van haciendo preguntas tanto en inglés como en español y ahí como estudiantes vamos evolucionando más.	Use of English Input Materials Questioning Translation
R : (turn 23)	¿y eso es adecuado para tu proceso de aprendizaje del inglés?	Questioning
IS : (turn 24)	Sí.	Confirming
R : (turn 25)	¿El uso del español en la clase de inglés es favorable para ti?	Translation
IS : (turn 26)	Sí.	Confirming
R : (turn 27)	¿Por qué?	Questioning
IS : (turn 28)	Porque a veces hay cosas que casi no entendemos en inglés, entonces el profesor trata como de explicarlo mejor en español para después ir avanzando en inglés para irlo entendiendo mejor.	Student's confidence Translation
R : (turn 29)	¿hay algún aspecto de la metodología del docente que desearías que se mejorara?	Questioning improvement
IS : (turn 30)	No.	Confirming

R : (turn 31)	¿En sus estudios de básica primaria tuvo formación del idioma inglés?	Basic English knowledge skills
IS : (turn 32)	Sí.	Confirming
R : (turn 33)	¿Y cómo fue el proceso?	Questioning
: (turn 34)	Más o menos.	Confirming
R : (turn 35)	¿Cuando cometes un error, cómo desearías que te corrigieran?	Questioning Error correction
IS : (turn 36)	Que el profesor me hace repetir la palabra que pronuncio mal y así voy aprendiendo bien.	Repetition English learning process
R : (turn 37)	Bueno, muchísimas gracias por su amable participación y colaboración en mi Proyecto.	Thanks Closing
IS : (turn 38)	A la orden.	

## APPENDIX H: Transcriptions of student's interview school number 2

Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders  
Students in Santa Marta

Researcher: Jasmin Bolívar C.

Transcription N° 27

Student's interview N° 12

Universidad del Norte

Date: August 21st, 2018

Time: 4:00 P.M

Researcher: Jasmín Bolívar ( R)

IS: interviewed Student

Participant	Interaction	Categories
R : (turn 1 )	Buenas tardes, nos encontramos en una institución educativa de la ciudad de Santa Marta, nos encontramos con el estudiante:	Presentation
IS : (turn 2)	José Martínez	Student's presentation
R : (turn 3)	José, la actividad que vamos a desarrollar corresponde a la entrevista, que hace parte de uno de los instrumentos que debo aplicar en el desarrollo de mi Proyecto de Investigación en la Maestría en la Enseñanza del Inglés. ¿Te gusta la forma como se desarrollan las clases de inglés?	Presentation  Questioning
IS : (turn 4)	Sí.	Confirming
R : (turn 5)	¿Por qué?	Questioning
IS : (turn 6)	Porque hay como mucha creatividad con el profesor y todo. Él lo que hace es entusiasmarnos, él lo lee primero, y nos indica cómo es, o sea, él lo hace más fácil para que nosotros lo aprendamos, y todos hacemos los ejercicios.	Student's confidence Reading
R : (turn 7)	¿Qué actividades te gusta desarrollar en la clase de inglés?	Questioning
IS : (turn 8)	Este, la lectura. Me gusta más cuando el profe primero lee el texto y luego nos pide que repitamos, y así entonces todos pronunciamos bien y nos corrige cuando tenemos un error en cada pronunciación.	Reading Repetition Pronunciation Corrective feedback
R : (turn 9)	¿Esas actividades te ayudan a desarrollar la habilidad de speaking?	Questioning Speaking
IS : (turn 10)	Sí, claro, a veces pronunciamos mejor y aprendemos palabras nuevas.	Confirming English learning

R : (turn 11)	¿En la clase de inglés se desarrollan las competencias comunicativas?	Questioning Communicative competences
IS : (turn 12)	Sí, a veces por ejemplo nos enumera, y dice tú dices esta palabra, tú respondes y así.	Interaction
R : (turn 13)	¿Cómo se da el desarrollo de estas competencias en la clase de inglés?	Questioning Communicative competences
IS : (turn 14)	Sobre todo, más leyendo	Reading
R : (turn 15)	¿cómo evidencias esto en tu proceso de aprendizaje del inglés?	Questioning English learning process
IS : (turn 16)	Que voy pronunciando las palabras cada vez mejor, porque a mi se me dificultaba mucho la pronunciación, o sea, tenía que preguntarle a la gente, cómo se dice esto, y ya yo veo una palabra y ya la pronuncio mejor, y ya de pronto se como se dice, ahora puedo leer mejor.	English learning Pronunciation Reading
R : (turn 17)	¿Sientes que algunas de las actividades que se realizan no favorecen el desarrollo de la competencia oral?	Questioning Speaking
IS : (turn 18)	No.	Confirming
R : (turn 19)	¿Qué metodología utiliza el docente para desarrollar la habilidad oral de los estudiantes?	Questioning Teacher's methodology
IS : (turn 20)	Con los libros nos pone a leer textos para pronunciar mejor y a traducir	Materials Input Reading Translation
R : (turn 21)	¿Hay algún aspecto de la metodología del docente que desearías que se mejorara?	Questioning Teacher's methodology
IS : (turn 22)	No, así como vamos, vamos muy bien, y el profesor que tenemos es excelente.	Confirming Student's confidence
R : (turn 23)	Ok. ¿En sus estudios de básica primaria tuvo formación en el idioma inglés?	Questioning
IS: (turn 24)	Umm... NO.	Short closed answers
R: (turn 25)	Cuando cometes un error, cómo te gusta que te corrijan?	Questioning
IS: (turn 26)	Bueno, que me indiquen así como hace el profesor que lo pone a uno a repetir y no le deja pasar a uno el error.	Student's confidence Repetition Corrective feedback

R: (turn 27)	Bueno, muchísimas gracias por su participación y colaboración.	Closing Thanks
IS: (turn 28)	Con mucho gusto. A la orden	

**Appendix I. *Categories classification.*****Teacher's methodology**

- Accepts idea
- Analytic tasks
- Accurate explanations
- Adaptation to students
- Body language
- Confirming
- Communicative competences development
- Communicative Approach
- Conceptualization
- Classroom management
- Closing
- Cultural knowledge
- Deductive method
- Encouragement
- English teaching knowledge
- Explanation
- Giving direction
- Inductive method
- Introduction
- Teacher's initiation
- Naming
- Negotiation
- Ordering



- Playful activities
- Positive feedback
- Previous knowledge
- Questioning (for teachers and students' interaction)
- Timing
- Thanking
- Teacher's background
- Teacher's rapport
- Teaching experience
- Teacher's instruction
- Teacher's supervision
- Teacher's explanations
- High stress intonation

### **Interaction**

- Accurate answers.
- Collaborative work
- Camaraderie
- Choral response
- Expansion
- Functional use of language
- Gratitude
- Inaccurate answers
- Negotiation
- Peers interaction
- Pupils talk-response

- Repetition
- Short closed answers
- Teachers' talk-responses    Use of mother tongue
- Use of fillers
- Silence or confusion

### **Language skills**

- Grammar
- Listening
- Listening comprehension
- Pronunciation
- Reading
- Reading comprehension
- Speaking
- Translation
- Use of English
- Vocabulary use
- Writing

### **Error correction**

- Asking for clarification
- Clarification requests
- Conversational recasts
- Corrective feedback
- Explicit correction
- Explicit correction with metalinguistic explanation
- Incomplete rising intonation

- Self-correction
- Didactic recasts
- Elicitation
- Expansion
- Initiation
- Recasts
- Repetition for expansion
- Representation
- Questioning

#### **Students' characteristics**

- Student's confidence
- Student's motivation
- Student's feelings
- Student's rapport
- Lack of learning English in primary school

#### **Materials**

- Instructional materials
- Input
- Lack of resources.

## APPENDIX J. Activities performed in class. Schools number 1 and 2.

Remember- ing spelling rules? (n.d). Retrieved from: <https://www.google.com/search?q=imagen+de+remember+ING-spelling+rules&tbm=isch&tbo=u&source=univ&sa=X&ved=2ahUKEwiDzNSvte7fAhUNq1kKHeQ1DI8QsAR6BAgEEAE#imgsrc=ts1YUzgsloj1OM>

### Remember –ing spelling rules?



Verb ending in...	How to make the -ING form	Examples
(Most verbs)	Add -ING	say - saying go - going walk - walking
1 vowel + 1 consonant	Double the consonant, then add -ING	swim - swimming hit - hitting get - getting
1 vowel + 1 consonant + E	Remove E, then add -ING	come - coming lose - losing live - living
Final -ie	Change -ie to y, then add -ING	die - dying tie - tying

Activity performed in class. School number 1

Retrieved from:  
<https://madridingles.net/wp-content/uploads/2018/05/ejercicios-presente-continuo-pdf.pdf>

- 1) Tina \_\_\_\_\_ water (drink)
- 2) They \_\_\_\_\_ to France (travel)
- 3) Fred \_\_\_\_\_ a pie (eat)
- 4) The weather \_\_\_\_\_ is always \_\_\_\_\_ (change)
- 5) She \_\_\_\_\_ pasta (cook)
- 6) It \_\_\_\_\_ outside (rain)
- 7) The lady \_\_\_\_\_ for the bus (wait)
- 8) I \_\_\_\_\_ my aunt (visit)
- 9) It \_\_\_\_\_ cold outside (freeeze)
- 10) Jack and Jill \_\_\_\_\_ up the hill (climb)
- 11) Mom \_\_\_\_\_ out to buy some groceries (go)
- 12) The Little girl \_\_\_\_\_ tear
- 13) Nadal \_\_\_\_\_ the match (win)
- 14) Janet \_\_\_\_\_ tea (have)
- 15) The thief \_\_\_\_\_ behind the bushes (hide)
- 16) The sun \_\_\_\_\_ brightly (shine)

The birds \_\_\_\_\_ (fly)

- 1) \_\_\_\_\_ it \_\_\_\_\_? ( rain)

- 2) \_\_\_\_\_ he \_\_\_\_\_? (smoke)
- 3) \_\_\_\_\_ the birds \_\_\_\_\_? (chirp)
- 4) \_\_\_\_\_ I \_\_\_\_\_? (dream)
- 5) \_\_\_\_\_ the wind \_\_\_\_\_? (blow)
- 6) \_\_\_\_\_ the plants \_\_\_\_\_? (grow)
- 7) \_\_\_\_\_ the computer \_\_\_\_\_ the data? (process)
- 8) \_\_\_\_\_ we \_\_\_\_\_ now? (leave)
- 9) \_\_\_\_\_ the wood \_\_\_\_\_? (burn)
- 10) \_\_\_\_\_ the kids \_\_\_\_\_? (play)
- 11) \_\_\_\_\_ they \_\_\_\_\_ their promise? (Keep)
- 12) Página donde se encuentra el ejercicio de la lección presente continuo

Transcript of the listening activity taken from the text English Please, Student's Book. Page 30.

### Green day School

A: Good morning, May I help you?

B: Yes, please, my name is Kiara Gómez and I want to register for the English course. Yes, of course.

A: Can I take some personal details please?

B: Yes, that's fine.

A: your first name is Kiara, is that

Q- U-I-A-R- A?

B: No, It's K- I- A- R- A

A: And what's your surname?

B: It's Gómez

A: Is that G-O- M- E- Z

B: Yes, that's correct

A: Kiara, how old are you?

B: I'm fifteen

A: Are you Colombian?

B: No, I'm not. I'm from Spain

A: Ok. Please, tell me about your parentes.

B: My mother's name is Elena, she's 42 years old, and she works in a restaurant.

A: Is she a chef?

B: No, she isn't. She is a waitress.

A: Ok. What about your father?

My father's name is Pablo, he is 45 years old and he works in a school.

A: Is he a teacher?

B: Yes, he is a Math teacher.

A: Can you give me your home and mobile number please.

B: Yes, my home phone number is 4552189 and my mobile is 3447120075.

A: Could you repeat that please?

B: Yes, of course. My home phone number is 4552189 and my mobile is 3447120075.

A: Thank you Kiara, will contact you soon.

B: thank you, bye.

### ACTIVITIES PERFORMED BY THE STUDENTS.

Family Spanish

	Name	Age	Job	Nationality
Mother	Claudia	33	Doctor	Chile
Father	Javier	34	manager	Colombia
Brother	Fer	17	Student	Colombia
Aunt	Mary	30	nurse	Chile
Grandfather	alberto		engineer	Chile
Grandmother				Chile

Ejercicio 1. Ejercicio 2

chef first name Kiara

envías foto de tu familia  
amor Kate

	Name	age	job	nationality
mother	Claudia	33	doctor	chilena
father	Javier	34	manager	colombia
brother	fer	17	estudiante	
aunt	Mary	30	enfermera	Chile
grandfather	alberto		ingeniero	chile
grandmother				colombia

31 oct 6

envías foto de tu familia  
amor Kate

	Name	age	job	nationality
her	Claudia	33	doctor	chilena
er	Javier	34	manager	colombia
her	fer	17	estudiante	
	Mary	30	enfermera	chile
father	alberto		ingeniero	colombia
mother				

31 Etr 6

### Ejercicio 1.

- 1 Chef
- 2 Fire fighter
- 3 air stewardess
- 4 Police officer
- 5 waitress
- 6 Doctor
- 7 waiter
- 8 Judge
- 9 Teacher

### Ejercicio 2

First name Kiara  
 Surname Gomez  
 Age 45  
 Place of Birth Spain  
 Nationality Spanish  
 Home telephone number 4552789

Mother's name Elena  
 Age 42  
 Occupation waitress

Father name Pablo  
 Age 45  
 Occupation teacher

## Song It's carnival time

Retrieved from the book Way to Go. 7th grade. Teacher's Guide

## module 4 // Unit 3

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## Chant

## It's carnival time



*It's carnival time,  
It's festival time!  
The streets are crowded,  
Let's have a good time!  
There's always a reason  
To enjoy every season.  
Hip hip hooray!  
Enjoy the parade!*



Here comes the winter,  
It's cold at night.  
The air is cool,  
And the snow is white.

When it's the spring,  
The trees turn green.  
There's lots of rain,  
It's astonishing!

Next comes the summer,  
With dry and sunny days.  
It's a hot season,  
With school holidays!

Then it's the autumn:  
It's windy and cold.  
Leaves fall down  
All over the town.

*It's carnival time, ...*





## APPENDIX K. Informed Consent

### CONSENTIMIENTO INFORMADO

**Autorización de padres y/o acudientes de estudiantes para participar en el Proyecto de Investigación Teacher's Methodology as a Tool to Enhance Communicative Competence and Speaking Skill in 9<sup>th</sup> Graders Students in Santa Marta**

Mediante la presente, yo Jasmin Bolívar Castro, identificada con la C.C, N° 57'432.981 de Santa Marta, estudiante de la Universidad del Norte, del Programa de Maestría en la Enseñanza del Inglés, muy respetuosamente me dirijo a usted con la finalidad de solicitarles su autorización en la participación del estudiante en el proyecto de investigación que estoy realizando en la institución.


En la realización del mismo, los estudiantes participarán de entrevistas y actividades en clases.

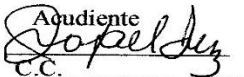
Como responsable del proyecto, garantizo el cumplimiento de la política de protección de datos contemplada en la Ley 1581 de 2012 y su Decreto Reglamentario 1377 de 2013. Ley Orgánica 1 de 15 de enero/1996.

La participación es voluntaria y no generará ningún gasto por parte del estudiante ni de la institución.

Este proyecto beneficiará a los estudiantes en el desarrollo de sus habilidades y competencias comunicativas en el idioma extranjero inglés.

Agradeciendo su amable colaboración,

  
Responsable del Proyecto  
Jasmin Bolívar Castro  
C.C. 57'432.981 de Santa Marta

Acudiente  
  
C.C. \_\_\_\_\_

Estudiante  
  
T.I.N° \_\_\_\_\_

## APPENDIX L Carta de solicitud rectores de las instituciones

Santa Marta, julio 23 de 2018

Señor

Yair Padilla

Rector

I.E.D 11 de Noviembre

L.C.

Cordial saludo:

Mediante la presente me comunico con usted para solicitarle me permita realizar en la institución educativa que usted dirige mi Proyecto de Investigación de la Maestría en la Enseñanza del Inglés que estoy cursando en la Universidad del Norte.

Esta actividad se desarrollará por un período de tres semanas.

Agradeciendo su amable atención y la colaboración que usted me brinde.

De usted,

Cordialmente,

  
Jasmin Bolívar Castro

Estudiante de Maestría en la Enseñanza del Inglés.

Universidad del Norte.

*Recibi  
Als Cobonel  
Julio 23/18*

Santa Marta, marzo 20 de 2018-03-20

Señora

Marlene Peña Viana

Rectora

I.E.D 20 de Octubre

L. C.

Cordial saludo:

Mediante la presente me dirijo a usted con la finalidad de solicitarle me permita realizar en su prestigiosa institución las actividades pedagógicas correspondientes a mi proyecto de grado de la Maestría en la Enseñanza del Inglés que estoy cursando en la Universidad del Norte.

Agradeciendo su amable y oportuna atención,

De usted,

Atentamente,

  
Jasmin Bolivar Castro

C.C. 57'432.981 de Santa Marta

Estudiante de la Maestría en la Enseñanza del Inglés.



## APPENDIX M. Transcription Conventions

The following are the symbols used when transcribing the data collected from the instruments used in this research:

((.....)) A long pause without any student's answer (approximately 3 seconds).

(unintelligible word) A word from a student or a group of students that could not be transcribed.

( ) Comments to describe what was happening at the class observation time.

SS Students interact at the same time

S Student's participation

R Researcher (Jasmín Bolívar Castro)

IS Interviewed student

IT interviewed teacher

(XXX) Skipping institutions' names

[...] Student's laugh

[ ] Pronunciation

